

Look A Little Deeper



RUDOLF
STEINER
SCHOOL
OF ANN ARBOR

School Handbook
2022-23

SteinerSchool.org

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PreK & Kindergarten
Grades 1-8
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Rudolf Steiner School of Ann Arbor

2022-23 School Handbook

Due to the COVID-19 pandemic, additional policies may be temporarily enacted and several policies and procedures will be flexed as needed to follow state and county guidelines. Please refer to the [COVID plan on our website](#) for information specific to the 2022-23 school year.

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Introduction

Welcome to Rudolf Steiner School of Ann Arbor. We are glad to have you with us as members of our community. We hope that this handbook will answer your questions about the operation and organization of our school. If you have questions that are not covered here, please direct them to your Faculty Chair or the appropriate Coordinator, or feel free to contact the Lower School or High School front office and ask any of our staff members.

Lower School Campus (LS) 2775 Newport Road, Ann Arbor, MI		High School Campus (HS) 2230 Pontiac Trail, Ann Arbor MI
PreK & Kindergarten PreK-K or EC Early Childhood	Grades 1-8 Grades	High School (9-12) HS
ALL – EC through Grade 12		

Mission Statement

At Rudolf Steiner School of Ann Arbor, we nurture children in their growth from Early Childhood through Grade 12. Our curriculum engages the head, heart, and hands, inspiring curiosity, thinking, empathy and initiative. Our graduates enter adulthood with confidence and self-knowledge, a deep interest in other people, and an understanding of the world; prepared to thrive in higher education and their adult lives.

In all that we do we take the following as our guiding principles:

- We recognize that children’s needs, interests, strengths, and challenges evolve from their early childhood years through high school graduation. Our curriculum is consciously designed to best meet each developmental stage as children grow, providing the right experience at the appropriate time.
- We seek to work together in ways that increase the diversity of our school community and promote equity and inclusion for all community members regardless of race, ethnicity, religion, financial means, sexual orientation, sexual identity, gender, or disability status. This includes ensuring that we have a continually evolving curriculum that meets all our students.
- Relationships are what make our work possible – between students and teachers, among classmates, among faculty members, between all community members – and we consciously strive to foster and support healthy relationships in all areas of our community.
- Human beings are individuals with their own personal strengths, challenges, and interests. We seek to meet each community member with love and care, ensuring that there is flexibility and support in our classrooms, policies and practices, and community expectations.
- Children are best supported when there is partnership between home and school. We seek to provide parent support, education, and engagement, and we ask that parents collaboratively work with teachers in the same way.
- Each community member is a whole human being: body, soul, and spirit. Our faculty and staff members draw insight and inspiration from the work of Rudolf Steiner and Anthroposophy.
- Through our curriculum, policies, employment agreements, community expectations and services beyond the classroom we strive to fully engage all community members and create a culture of purposeful activity and joy.
- Through our community life we respect and support the inner development and growth of our community members, sharing the celebration of festivals, athletic competition, artistic work, and study.
- Collaboration and shared responsibility are the foundations of our school governance and leadership model. We work with consensus within all governance groups. We are committed to a transparent and cooperative process for all significant decisions in the school.

Waldorf Education

The first Waldorf school was founded in Stuttgart, Germany in 1919. It was based on the work of Rudolf Steiner (1861-1925), an Austrian-born scientist, educator, artist, and philosopher. Steiner based the curriculum of the Waldorf schools on his belief that it was critical to call forth all of the child's innate capacities, not just the intellect or particular vocational skills. He established his first school for the children of the employees at a local factory. Starting from this single school, Waldorf education has become one of the most rapidly growing school movements in the world today. There are now over 1,050 Waldorf schools worldwide, and 1800 Early Childhood programs, and we are proud to be part of this as Waldorf Education approaches its 100th Anniversary.

At our school, we strive to implement the complete Waldorf curriculum, and we seek fully trained Waldorf teachers for every full-time position. We believe that the spirit of the curriculum is as valid today as it was when originally formulated in 1919. We also feel strongly that it is not only consonant with the spirit of Waldorf education, but also inherent in that spirit that the curriculum be constantly renewed out of contemporary insights.

We feel that the best education should help students not only to become knowledgeable adults, but also inwardly free, secure, and creative people in later life. We wish to educate human beings who have confidence in themselves and are prepared to meet the challenges of our rapidly changing society. We strive to help students see connections between disciplines, to synthesize and integrate information, and to love learning throughout their lives.

The Waldorf curriculum is developmental. In each grade, the activities and lessons are tailored to the child's changing sense of self and relationship to the world and others. The curriculum recognizes that one must address different aspects of the child's nature at different ages. Subjects are taught in a "block" method in which several weeks of intensive study are devoted to a single subject. The integration of academics, the arts and practical skills lies at the heart of the Waldorf curriculum. This comprehensive curriculum means that all students follow the same enriched course of study. Our goal is to help each student develop his or her many capacities and capabilities. Some electives are offered in the high school years, but the core classes are the same for all students.

Materials are presented to our students orally by the classroom teacher initially. As the students grow older, reference books, classic literature and original source material increasingly supplement the Class Teacher's oral presentations. Students create their own "textbooks" in most subjects by synthesizing the material presented in class. These beautiful books incorporate factual information with art, creative writing, scientific observations, and maps. Increasing in complexity and depth as the students mature, these books are wonderful lasting records of each child's capabilities and gifts.

Waldorf Class Teachers specialize not in a subject or a grade, but rather in a specific group of students. Classroom teachers stay with their students for at least Grades 1-5, and sometimes for Grades 1-8. This means that our teachers have long-term knowledge of how each student learns best, what their motivations and hopes are, and a deep relationship with that child. This strong investment in each student's success helps the Class Teacher shape each classroom into a tightly bonded community, which extends to the families in the school. These personal relationships and sense of community are treasured by our students, their families, and the faculty. Each student will venture into the wider world assured of his or her worth and abilities because of the surety of this community.

History of our School

Rudolf Steiner School of Ann Arbor (RSSAA) opened its doors with Grades 1 through 4 on September 4, 1980, in a small three-room building on Packard Road near historic Cobblestone Farm. Behind the school's opening were decades of work in the community by many people, including Dr. Ernst Katz (Prof. Emeritus of Physics, University of Michigan) and Mrs. Ruth Nilsson, a parent and teacher who was instrumental in founding the school.

The school's third year saw a move to a leased building on ten acres in York Township, necessitated by continued growth and the addition of our Kindergarten. A new first grade was added each succeeding year, with the 1984-85 school year marking the first time that the LS had its full complement of kindergarten through 8th grade classes. Being in Milan was very challenging for the school: most of our students came from Ann Arbor and had to be bussed in. The building itself

was not large enough to accommodate our expansion to a full K-8 program, nor did its design really meet our needs. It was extremely fortunate that we were able to purchase our Newport Road campus in 1986.

With our move back to Ann Arbor in 1986, we had room to grow. Steady and rapid growth in enrollment continued to reflect the community's response to the value of our educational program. The growth of the school was supported by an active parent body that worked closely with the faculty on tasks such as publicity, fundraising, and recruitment. Such involvement was essential in helping the school to confront first the challenges of its infancy, and now the new challenges brought by continued growth.

Our high school opened in fall 1997 in a leased facility, the Genesis Building on Packard Road, completing the vision of the founding teachers and parents to have a full PreK through Grade 12 program. In October 2001, a six-acre property located on Pontiac Trail was purchased to be the permanent home for our growing HS. After extensive renovations to the building and site, the new campus opened for classes in fall 2002.

The steady growth of our programs led to the need for expanded space on our Lower School campus. In the fall of 2016, we were proud to open our new middle school building, an airy, light-filled space dedicated to our growing adolescents.

Our high school celebrated its 20th Anniversary in the 2017-18 school year and we find our school continuing to grow as it meets the needs of the next generation. Supporting our amazing academic programs and offering a home to our championship sports teams is a priority that we're committed to. In the fall of 2018, we completed our high school expansion project, adding a full-size gymnasium, dedicated eurythmy space, a new life sciences laboratory and additional classrooms.

In 2019-20, the 100th anniversary of Waldorf education was honored with a worldwide celebration.

Cultural Awareness Position Statement

Rudolf Steiner School of Ann Arbor welcomes students, parents, faculty, and staff from diverse backgrounds. We are committed to developing the human potential of every child. We respect each individual's ethnicity, ancestry, nationality, native language, socioeconomic background, family structure, age, religion, belief system, abilities, appearance, gender, sexual identity, sexual orientation, occupation, and political affiliation.

It is a goal of our educational vision to bring students to an understanding and experience of the common humanity of all the world's people. We recognize that the richness inherent in a school comes not only from the curriculum, but also from the community of students who are learning about the world together. To this end, we are building a school that represents the community in which we are located and the world in which we live.

As a school we actively seek ways to nurture inclusiveness through:

- The ongoing development of a rich and engaging curriculum where students experience various cultural and historical perspectives
- The engagement of faculty and administration members in relevant trainings, discussions, and studies
- Promoting cultural awareness through community events and meetings
- Facilitating communication among students, parents, teachers, staff, and the school board
- Creating ongoing opportunities for raising awareness and building trust

We reject racism in all its forms and embrace the principles of common humanity expressed by the founder of Waldorf education, Rudolf Steiner.

Early Childhood

Mixed-Age Pre-School and Kindergarten Program

Our Early Childhood (EC) program is designed by our Waldorf-Certified faculty with a unique daily rhythm that is filled with reverence for the magic of early childhood. Our mixed-age Pre-School and Kindergarten programs work with children 3 to 6 years of age. Students under the age of six or seven learn primarily through imitation and activity. Thus, in our Early Childhood program the students engage in creative play within a home-like environment, with simple, natural materials that encourage imagination and sensory development. Rhythms of the seasons and festivals are woven into the daily activities.

We currently offer three, four and five half- or full-day options for our EC program.

- Three-day program takes place on Monday, Tuesday, and Wednesday
- Four-day program takes place Monday through Thursday
- Five-day program takes place Monday through Friday

Families wishing to change from four to five day or from half to full day should first communicate with the Class Teacher and work with the EC Administrative Coordinator so that a new contract can be issued.

Golden Eagles Program

In the last year of Kindergarten, we prepare our students for a successful Grade One year through the Golden Eagles curriculum. This approach allows us to maximize the important relationships between young students and their teacher, between parents and the class teacher, and among classmates, while still allowing the older kindergarten students to progress developmentally and build capacities and skills that will be needed for Grade One success. The Golden Eagles program is brought to the children within their mixed-age classrooms.

Our Golden Eagle program is designed to encompass the five-full-day schedule, which helps the children to build their physical and social skills, as well as stamina for the day to best prepare them for Grade One. If families choose to enroll their children in a four day or half day option, they will need to remain in close contact with their child's teacher about their child's development in relation to the goals of the Golden Eagle program. Ideally, children will have transitioned to five full days after returning to school from the winter break in January. Transitioning to the five-full-day schedule by this point in the year is valuable in relationship to the children's physical skills and connection to their class. Our Grade One teachers have also noted a significant difference in the children who attended Kindergarten for five full days before entering Grade One, noting how much easier it was for them to manage the grade school schedule. At any point, a parent can choose to have a conversation with their teacher about whether the Golden Eagle Program seems like the right fit for their child or if they feel it would be best to delay that placement until the next year.

Admissions Criteria

Students in our Pre-School and Kindergarten programs must be toilet trained according to State of Michigan (LARA) Childcare Licensing requirements. Children must be ready to be in a classroom as evidenced by ability to communicate their needs and follow the teacher's instructions. Children need to be at least 2 years and 9 months to be enrolled in our Pre-School and/or Kindergarten classroom. To be included in our Golden Eagle program, children should preferably turn 6 by June 1 of the school year.

Wait Pool

If all spaces are filled in the program when your child is admitted, you will be placed in a wait pool. If spaces in the program open, offers are made to families based on program availability and not necessarily in order of application. Criteria include the day length option parents have requested for their child (3 day, 4 day, 5 day) and the child's age, due to age-based Teacher: Student ratios for our program.

Early Childhood Faculty and Staff

Our Early Childhood faculty and staff participate in on-going professional development in Waldorf Early Childhood Education, child development, health and safety requirements, CPR, First Aid and Blood Borne Pathogens.

The following teacher/child ratios for each age group help to ensure a quality program:

Preschoolers	2 years 9 months to 4 years	1 teacher to 8 children
Kindergarteners	5 to 6 years	1 teacher to 10 children

In our mixed-age Kindergarten classrooms, our ratio is at least 1 teacher to 8 children.

Rhythm and Daily Schedule

We recognize the importance that rhythm and simplicity play in young children's lives. We strive to support them by keeping the same daily rhythm and holding the children in a sense of security about what happens next and what is to be expected.

In Early Childhood, we are guided by daily, weekly and seasonal activities which provide this essential experience for the child. Each morning begins with play in the woods followed by time indoors when we greet the day, sing, and move together in our Language Arts Circle. A wholesome snack and outdoor recess are also part of the daily rhythm. A time for creative play comes next, during which the teachers engage in their weekly activities such as laundering or bread making with the students happily joining in to help. This is also a time when the students enjoy the use of various handmade, natural-fiber toys and costumes. Each day highlights a special artistic activity such as watercolor painting, drawing and beeswax modeling. We may also include Eurythmy blocks during the year. Next comes tidying up, bathroom visits, snack time, washing up and story. A closing circle leads us to outdoor play, which ends the morning. Children who stay for the full-day option will return indoors for lunch (provided from home) and rest time. The full day ends with another outdoor play period and the option to continue for Aftercare.

Academics in the EC are introduced in a natural and age-appropriate manner and woven in throughout the day. Mathematics, science, world languages, movement, language arts and artistic work are infused in our daily activities and are closely supported by our teachers. For the children who are approaching the transition to Grade One we offer a Golden Eagles program of skill-building activities throughout the year. Beginning in January they may also be offered blocks of special subjects, such as woodwork and gardening, depending on the Lower School schedule.

Dropping Off and Picking Up Your Student

The EC day begins with an outdoor Morning Greeting Circle to greet the day and each other. After the circle ends, families who have stayed for the circle say their goodbyes and the students begin their walk and outside playtime. We often find that a short and sweet goodbye helps the child to separate and join their friends. For children who have difficulty saying goodbye, this circle serves as a gentle transition. By keeping your farewell routine consistent (at the end of the circle and song, you hug and say goodbye), children will grow increasingly comfortable knowing what to expect each morning. If you anticipate your child having difficulty with transitions, please feel free to talk to your child's teacher ahead of time.

If your child arrives after morning play has begun, please accompany them to where their class is: either on our walk around the soccer field or playing in the designated outdoor space of your child's class. Please be sure to connect with one of the EC faculty so they are aware of your child's arrival. If you arrive after 9:30 am, please check in at the front office to sign you child in and then walk them to the classroom. There are signs on the bulletin boards near the main office and near the blacktop entrance that state where each class is playing in the morning. This is helpful in case they are not in the classroom by 9:30 am.

Sometimes it is difficult for children to enter into play easily when they arrive after our morning has already started. Beginning the day together with the other students helps to establish a good rhythm for your child and helps them more fully integrate socially.

If your child is to be picked up by someone other than yourself, please let the teacher know in writing, by phone, or by emailing the school at lsattendance@steinerschool.org in a timely manner. The person must be on the Child Information Card (CIC) that you filled out electronically upon enrollment. Staff will ask for photo ID from adults listed on your child's CIC form at the time of pick up. There are places near each classroom door where notes can be left in the morning for the teacher to check before pick-up. It is very important that the staff knows who will be picking up the students each day.

If you have a last-minute change regarding your student's pick-up arrangement, please call the front office at 734-995-4141 and let the staff know your change of plans. If the person picking up your child is not on your CIC we ask that you please call the front office with your request. The person picking up must have their photo ID with them.

The school assumes responsibility for all enrolled children from the time between sign-in and sign-out by families. Families are responsible for the safety for their children at all other times.

See [Lower School Campus Practical Matters \(EC-8\)](#) for full details on Drop Off and Pick Up of students.

Aftercare Programs

Aftercare staff includes staff members from the full-day EC option to ensure consistency and comfort for our youngest students until the end of their day.

Advanced registration for Aftercare may be scheduled by the day, week, month or year. Aftercare also has drop-in options available. Families will be sent separate monthly bills for all Aftercare services. EC families who have chosen "All Day" have Aftercare included in their contract and will not receive separate billing. EC children not picked up by 3:10 pm will be charged for Aftercare.

See [Lower School Campus Practical Matters \(EC-8\)](#) for additional information on the Aftercare program.

Snack

Snack time, from food preparation to the enjoyment and social quality of sharing a meal, is a significant element of our morning in the EC. We provide wholesome food with organic ingredients and produce from local farms whenever possible throughout the year. Snacks are arranged in a weekly rhythm and they include whole grains or home-baked bread, vegetables and fruits. Because we have an active outdoor play time, it will be important for your child to have a hearty breakfast before arriving at school. If you have any special concerns regarding allergies or dietary practices of your family, please be sure to discuss them with your child's teacher.

Health and Safety

The State of Michigan requires that each student have a completed health and immunization form or *original* waiver on file in the front office. It is also important that an up-to-date emergency form (CIC) be on file so that the appropriate persons may be contacted in case of emergency if the parent is unreachable. Please be sure to inform your child's teacher and indicate on the emergency form if your child has any allergies.

The teachers share with you a deep concern for your child's physical and emotional health. Any child with an infectious condition or communicable disease must remain at home. *Please let your child's teacher and the office know if your child has contracted a communicable illness including but not limited to, chicken pox, measles, mumps, pertussis (whooping cough), influenza (the flu), lice or strep throat.* The best environment for a sick child is to be resting at home. If a student is not well enough to participate in all EC activities, including going outdoors, then they should be kept home.

Guidelines for when it is appropriate to have your student return to school following certain illnesses:

- 24-48 hours after a fever has ended
- 24-48 hours after the last experience of vomiting or diarrhea
- Once pink eye has ceased to cause runny eyes
- 24 hours after beginning a course of antibiotics

- After lice treatment has been applied

The teachers will make every effort to support you in keeping your child healthy. *The number one, most important defense against all illness is hand washing. We will be monitoring this closely at school and encourage you to please reiterate this at home with your child.* If your child's temperature is above the guidelines below, please keep them home. If they still have a fever at 1 pm, please keep them home the following day.

Oral Temp 100° By Ear 101° Under Arm 99° Temporal/Forehead 100.4°

Teachers appreciate being informed of disturbances in your child's routine. If your child has had a poor night's sleep or a cough, etc., a note on the dresser inside of each classroom is an effective way to communicate these minor changes.

See the [All-School Health, Illness and Medication](#) section for information on medications and immunizations.

Communication

Before the school year starts, the Early Childhood Coordinator provides families with their child's Lead Teacher contact information. The Lead Teacher will let families know the best ways and times to be in touch. If you have any concerns or questions about your child, please contact the teacher directly by phone to set up an in-person meeting. In our experience, emailing is best utilized for coordinating meetings and details/logistical questions rather than sharing classroom concerns about specific children or situations. Conferences are also scheduled twice a year, one in November and one in February, and provide a time to discuss your child's school experience and development.

If you have any further questions or concerns about the classroom or things that are happening at school, please see the [All-School Policies and Procedures](#) section of this handbook.

Required Documents

The following forms need to be completed and/or submitted in your FACTS Family Portal before a child's first day:

- Signed Child Information Card (CIC)
- Signed MICR form (noting consent or dissent)
- Immunization Record or signed DHHS immunization waiver
- Signed health statement
- Signed handbook statement
- Signed statement of licensing handbook
- Signed Media Release
- Signed Artwork Release
- Any additional information from a child's physician as needed (e.g. allergy medication/plan, asthma medication/plan, etc.)

The following forms must be completed and returned within 30 days of initial enrollment:

- Physical Evaluation signed by physician or the physician's designee
 - Preschoolers (ages 3-4) - within the preceding 12 months

Returning families must:

- Annually review Child Information Card and update as needed
- Annually complete and sign health statement
- Return a physical evaluation signed by a physician or physician's designee
 - Preschoolers (ages 3-4) - every 2 years

Absences

Please call the Lower School office or email lsattendance@steinerschool.org by 8:45 am if your child will not be attending school that day for any reason. Please alert your child's teacher if you know ahead of time that your child will be out of school. If your student has a change in their schedule, a note from home should indicate the nature of the change, i.e., going home with a friend. When you do this, we know that you are aware of this schedule change and we can ensure that your student is being taken care of properly.

Parent Meetings and Educational Events

Throughout the year there are numerous times where we can come together to hear about what is going on in the classroom, join in study and have conversations about how to best support our children. Parent meetings are held regularly by your child's teacher.

The school hosts a few events during the year that are open to families to come and hear a guest speaker talk. Please see the school calendar online at www.steinerschool.org and look for announcements through ParentSquare for upcoming events and topics.

Parent Participation

Parent involvement in the life of our school is a wonderful way to build a healthy, vibrant community. Please talk to your teacher to learn how you can help!

Parent Council

Parent Council works together with the Board of Trustees, parents, faculty, and administration to help create a thriving, cohesive community, guided by the principles of Waldorf education. Some of the ways in which Parent Council supports the school is by organizing drives, craft mornings, Winter Festival and much more. Attend a Parent Council meeting to learn more about how you can join in.

Birthdays

We like to invite each family to join us in class to celebrate their child's birthday. It is a wonderful time for you to experience our day. As your child's birthday approaches, your Class Teacher will be in communication about how you can be a part of the celebration. Birthdays are an exciting time to celebrate a special day in your child's life, and many times children want some of their fellow classmates to celebrate with them. We ask that party invitations are not handed out at school. Children love to get mail, and that is a great way to send invitations!

Media

The EC program tries to create an environment that is filled with opportunity to grow and engage the young child's imagination to its fullest potential. We provide a media free environment for the young children in our care. As EC teachers we observe the students in their play and social interactions with their peers daily. There are situations when media affects children's ability to engage their true imagination or their ability to navigate through social situations with their peers. In such cases, when media begins to influence a child, a group of children, or the class, we will inform you and see what we can all do to help move the situation along. We ask that media exposure be as limited as possible for the young child, especially during the school week. We also understand that technology is a part of today's world, and we seek to honor each family's own decision concerning this matter.

Early Childhood/Parent Library

This lovely collection of books and periodicals, especially relevant to RSSAA EC families, is available to the community for self-checkout. We have children's picture books along with information on parenting, child development, and Waldorf education. Books on Waldorf crafts, festivals, food, songs, and stories are also here. A librarian is available to assist with checkout and return on Tuesday mornings between 8:30 am and 9:30 am. The library is in the Parent Community Space/School Store.

Grade One Admissions Policy

The optimum birthdate for a student entering Grade One is six years of age by June 1. This information will be communicated to interested parents at the beginning of the admissions process.

Protocol for Golden Eagle Students

At the February Parent-Teacher Conferences before a child's Golden Eagle year, teachers will have a more in-depth conversation with parents of all children with late spring or summer birthdays. This is especially important if the teacher is seeing challenges with the child in the classroom that may indicate the need for extra support.

A First-Grade-Readiness Observation will be carried out with all Golden Eagle children in the fall of their Golden Eagle year and will be discussed with parents at the November Parent-Teacher Conferences. This observation, as well as age, maturity, and the knowledge of the child within the classroom will be used to begin a conversation with parents about placement and the child's readiness to enter Grade One in September.

If the Early Childhood and Student Support faculty and staff determine that a child who is age eligible for Grade One needs further support (i.e. outside referral, an additional year in the Early Childhood, a support plan for entering Grade One) then the EC Carrying Group will work with parents to coordinate this support. If it is determined that the child will be moving on to Grade One, the EC Carrying Group will work with the Lower School Carrying Group to prepare and implement a support plan if needed.

Protocol for Students with Birthdays after June 1

If a parent of a child with a birthday after June 1 would like their child to enter either the Golden Eagle Program or Grade One a year early, they should take the request for consideration to the appropriate Level Carrying Group. Requests to enter the Golden Eagles a year early will be decided by the EC Carrying Group. Requests to enter Grade One early will be decided by the LS Carrying Group with input from the Grade One teacher, EC Carrying Group, and parents. Further observation may be used to help make the determination.

Protocol for Students Applying from Outside RSSAA

Children entering our school in Grade One from outside of our Early Childhood Program may also take part in a First Grade Readiness Observation. This observation will be used to determine whether we can meet the child's needs in our First Grade and to assess what extra support, if any, they may need. If the applicant has a birthday after June 1, they will go through the process listed above: the Lower School Carrying Group will make the decision but will seek input from the Grade One Teacher as well as the Early Childhood Carrying Group.

See *All-School Policies and Procedures* section for important information on probation, suspension, and dismissal.

Grades 1 – 8

Program

All of our teachers recognize that each student has unique academic, artistic and physical gifts. The task of the LS teacher is to provide the inspiration and environment in which these gifts can be cultivated.

The LS teacher uses different pedagogical methods from those of their EC and HS colleagues. The most important of these is that every subject - even science and math - is initially presented artistically, through a story, poem, drama, drawing or song. This artistic doorway is one through which students with widely varying intellectual capacities and learning styles can readily enter.

When hired, Grade One teachers will be asked to make a five-year commitment to their class. During the Grade Four year, the Carrying Group will guide a process of reflection about the future of the class. Observations from families, perspectives from special subject teachers, a review of the general health of the class, and the teacher's own professional aspirations will be considered. In the fall of Grade Five, the plan for the class will be announced. Please feel free to speak to your child's class teacher or the Carrying Group about how these changes might affect your child.

The Class Teacher is responsible for instruction in virtually all the academic subjects in Grades 1 through 8. Seventh and eighth grade classes typically have guest Main Lesson teachers from the HS who are specialists in their field. A number of special subject teachers who are experts in their fields teach Spanish, German, art, singing, orchestra, handwork, eurythmy and physical education.

In Grades 3 and 4, violins and instruction are provided for all students. In Grades 5 through 8, private lessons in the orchestral instrument of the student's choice are required. All students participate in our instrumental music program that is comprised of the following performance groups: chamber music, wind ensembles, and full orchestra.

Evaluation of Student Work

A written report on the progress of each student is given to the families at the end of the school year. In addition to a comprehensive report by the Class Teacher, it will include a paragraph report from each of the special subject teachers. The report will discuss in detail how your student has progressed in the various classes, his or her mastery of the different subjects, and the student's personal growth in the social sphere.

During Grades 7 and 8, a written report will be given to the parents following each academic block during the school year.

Although we do not give letter grades, Class Teachers keep records of spelling and math tests, homework assignments, Main Lesson book completion, and other measures of student progress. Class Teachers expect students will complete homework assignments and Main Lesson units. If there are any concerns about your student's academic progress, the Class Teacher will contact you.

Mid-Morning Snack

Families must provide a mid-morning snack to be eaten before morning recess. We encourage nutritious, wholesome foods that can be eaten conveniently and neatly in the room. Please do not send gum, soda, or candy. Let your student's teacher know of any food allergies or foods he or she should not eat.

Lunch at School

Lunch for Grades 1-8 begins at 12:30 pm. Students should bring a sack lunch, including a water bottle. We encourage nutritious, wholesome foods that can be eaten conveniently and neatly in the room. Please do not send gum, soda or candy. Let your student's teacher know of any food allergies or foods he or she should not eat.

Leaving School During the School Day

If you need to take your student out of school before the regular dismissal time, please let the teacher know before the start of the school day and sign the student out in the front office when you pick him or her up.

Instrumental Music Program

The Lower School has a strong instrumental music program that begins in Grade 3 with the introduction of string instruments and continues into Grade 4 with school-provided violins. Other string instrument choices must be provided by the parents (viola or cello). In Grade 5 the students are introduced to wind instruments and will then choose to learn a wind instrument or to continue on with their chosen string instrument through Grade 8. Grades 5-8 students are required to take private lessons to support the success of the instrumental music program. The Instrumental Music Director will provide lists of suggested private teachers.

Sports and After-School Activities

The Lower School offers an after-school sports program as well as several club activities.

The after-school sports program reflects the needs of the developing child. Beginning when the students are in Grade 4 and continuing through Grade 8, we offer “Sports Club”—a series of classes in various sports held on select Friday afternoons throughout the year. Specific sports introduced could include: basketball, volleyball, golf, archery, tennis, handball, soccer or lacrosse. The classes provide the students the opportunity to learn and practice skills and learn game rules in order to be better prepared for league play. The Lower School Games Teacher coordinates the Sports Club.

Grades 5-8 are also offered soccer and volleyball in the fall, basketball in the winter, and track in the spring. The school is in a league with other small, private and parochial schools. All Middle School sports teams participate in a league tournament at the end of their respective seasons.

Sports seasons generally run eight weeks with an average of two games per week. Participating league schools usually face each other two times during a season. Practices are held in the school’s home gym at the LS. Fees for the program are commensurate with the fees of the Ann Arbor Rec & Ed sports programs.

In order to play, every student must complete and submit the registration form and pay a registration fee for each team selected.

The Athletic Director oversees the program. The sports program is self-sufficient, and the various sports subsidize each other. The only income from the program at present is the registration fee. The money collected is used to pay for equipment, tournament costs and referee fees. Parents are invited to join the Sports Boosters who help run concessions with proceeds supporting the sports program. We recruit coaches from amongst our teachers, college students, HS students and interested adults outside the school community.

Field Trips

Class trips serve social and pedagogical purposes and have become a tradition at the school. These trips gradually increase in length and scope, ranging from one-day field trips in Grade 1 to overnight trips of a week or more by Grade 8.

Visitors

Parents, grandparents, and special friends may sometimes wish to visit the school. Personal tours can be arranged by calling the LS Coordinator in advance to arrange a suitable time. Student classroom visits of one day can be arranged by calling the LS Coordinator to arrange a suitable time. Visits of longer than one day will be handled on a case-by-case basis by the LS Coordinator. Please note that field trips which occur during a student’s visit will require the parent to accompany the visiting student.

Birthdays

Birthdays are a special time and are often celebrated with songs, stories, and cards for the birthday child. If your student is in a younger grade, you may be asked to visit or send a special treat. Your student’s Class Teacher will provide particulars on how birthdays are celebrated in their class.

Student Conduct

Absences and Schedule Changes

Please call the LS office at 734-995-4141 or email lsattendance@steinerschool.org by 8:45 am if your student will not be attending school for any reason. We encourage families to plan vacations during scheduled breaks so that students do not miss classes. Please alert the office if you know ahead of time that your student will be out of school. Excused absences include: illness, doctor appointment, bereavement, wedding, religious observance. Vacations are unexcused absences.

If your student has a change in their schedule, a note from home should indicate the nature of the change, i.e., going home with a friend. When you do this, we know that you are aware of this schedule change and we can ensure that your student is being taken care of properly.

Dress Code

- Clothing must allow students a full range of motion—sitting, bending, reaching, and running.
- Closed-toe shoes must be worn at all times, indoors and out.
- Indoor shoes must be worn in the gym. If the student does not have appropriate shoes, the student must come to the front office and the family will be informed that the student will need to sit out of movement class until they have the appropriate indoor/gym shoes.
- Students may not wear shirts with offensive graphics or distracting elements.
- Students must be prepared to go outside in rain, cold and snow. In winter:
 - Grades 1-3 must wear coats, hats, and boots. Gloves/mittens must be worn if it is snowy and/or temperatures are below freezing.
 - Grades 4-8 must wear a coat and boots.

Electronic Devices

All electronic devices must be turned off and kept in the student’s backpack or purse during the school day. If a student needs to contact a parent during the school day, the LS front office phone may be used. If a student needs to contact a parent or other driver after school, a cell phone may be used outside the school building after the student receives permission from an adult on yard duty.

If an electronic device is seen or heard during the school day or is used without permission after school, it will be confiscated immediately and taken to the LS front office. The family will be informed and the electronic device will be held until an adult family member picks it up. Thereafter, for one week the student will be required to drop off the electronic device in the LS front office before school and pick it up after school ends. Further violation of this policy will result in a meeting with the family, teachers, and student to determine appropriate actions.

Electronic devices on field trips: The school considers field trips to be an extension of school-day activities and expects students to follow the current protocol for cell phones on campus which states that students are not to use cell phones during the school day and if they do the faculty will confiscate them and hold the devices until an adult can pick them up. The protocol for day field trips is for the teacher to collect all electronic devices prior to the field trip. These devices will be returned to students at the end of the trip. The protocol for overnight trips will be for students to leave electronic devices at home or give them to the teacher for the duration of the trip. Teachers may leave the electronic devices in a safe room at the school. Teachers are not held responsible for electronic devices left at school

In the Classroom

Students should follow teachers’ requests quickly and quietly. Students should raise their hands when they want to say something. At no time is any student to be in a classroom without adult supervision.

All students are asked to play their part in keeping our school safe and clean. Chewing gum, marking classroom furniture, or writing on walls are not allowed. Toys or items that might offend others should not come to school. If a student does bring such an item, a teacher or other staff member may take it from the student and return it at the end of the day. If the student brings the item again, it may be taken away until the family has been informed and the return arranged with them.

Playground Safety

Students are expected to play and behave in a safe and polite manner on the playground. During recesses, they are expected to abide by the following rules:

- Ropes are for jumping only.
- Sticks may be used for building on the ground.
- No one may run or point with a stick.
- No tackle sports.
- No rough play.
- Nature treasures must remain outside.
- No tree climbing or play among the trees along the property boundaries.
- Students may not climb over the fence to get a ball. A staff member will retrieve balls.
- No food or drinks are allowed on the playground.
- Snowball throwing is not allowed.
- No standing or sitting on the top boards of the Gaga pit.
- When the ground is frozen, climbing on all structures or swings is prohibited.

All wooded areas on the LS campus are inspected after a windstorm and on a bi-annual basis for dead debris or fallen trees. If needed, a service is called out to cull dead branches and prune or remove trees.

Sledding Guidelines

- There will be no sledding until a recess monitor is on the hill.
- There must be two monitors on the playground before sledding begins so that one monitor can give their undivided attention to the sledding students.
- Only the designated class may be on the sledding hill.
- The monitor must ensure that the hill is clear of rocks and debris.
- Plastic sleds only – no snowboards.
- No standing on sleds.
- Sledding must be down the front or back face of the hill. Students return to the top by walking up the sides of the hill. No one is to go down until it is all clear below.

When on School Excursions

Student behavior away from home and school is a reflection of the school community. Students are asked to stay together and listen to the teachers and other adult chaperones.

Social Development and Guidance

We have worked hard to create an approach that supports the social development of the children in our care. Our faculty and staff engage in professional development with *Kim John Payne, M.ED*, author of [Simplicity Parenting](#), and a consultant

and trainer to over 230 U.S. independent and public schools. We implement Kim John Payne’s Three Care Streams approach to healthy school culture and social inclusion.

Our Three Care Streams committee includes our Care Coordinating Group (CCG), Learning Care Group (LCG), Behavioral Care Group (BCG), Social Care Group (SCG) and Student Social Action Committee (SSAC). Please see our [virtual brochure](#) detailing these groups and the Three Care Streams process. These groups/committees are organized to address challenges that students can experience. If a child is engaging in challenging behavior in the classroom environment, your child’s teacher will reach out to you to discuss. If the challenges continue, your child’s teacher may request a Support Circle in which members from the Care Coordinating Group and your child’s teacher will meet with you to discuss your child’s strengths and challenges and ways in which these can be addressed at home and at school. In extreme circumstances if a child cannot be kept safe due to their conduct, if their conduct is endangering other children, or if the child is unable to successfully participate in the school program as deemed by the Carrying Group, the process for suspension and/or dismissal will be followed.

Discipline Protocol

The approach RSSAA takes with discipline is developmentally appropriate. The response to a situation with a first grader will be different from the response to a seventh grader. Our Social Care Group works very closely as a support group for all teachers and, along with faculty and staff, formally tracks behavioral and discipline issues via our LS Discipline Form, the Guardian Alert Form, and the Social Inclusion Incident Report. The committee meets weekly to review all recorded issues and formulates plans of action to address with faculty, students, and parents. The committee also does a weekly report to the faculty. Each form is described below.

LS Discipline Form

If a student's behavior in class is disruptive, the teacher will send the student to the office with a yellow card/form. The student will stay in the office the allotted time as designated by the teacher or a minimum of 15 minutes. The LS Coordinator or the Administrative Assistant will phone the family to inform them that the student has been sent to the office with a yellow card and that the teacher will call the family that evening regarding the student’s behavior. The form is copied for the teacher who issued the form and for the Class Teacher and the original is placed in the Social Inclusion/Discipline Binder in the front office. If a student receives three yellow cards they will be sent home and a meeting with family, student, Class Teacher and LS Coordinator must take place before the student may return to school. A Change Plan form will be created during this meeting to support the student’s behavior in class.

Guardian Alert Form

The school also has a protocol for monitoring behavior on the playground during recess and in the hallway during transitions. Students are placed on Guardian Alert when a faculty or staff member expresses concern over behavior observed in the classroom, hallway, or during recess. The Social Care Group is informed of the need to place the student on Guardian Alert and the group lead communicates this to faculty and staff. Students on alert are monitored at recess and in the hallway by all recess monitors, daily, for two weeks. Information is collected on the Guardian Alert form. At the two-week mark the recorded information is reviewed by the Class Teacher and the Social Care Group and a recommendation is made to either remove the student from alert status or to continue monitoring behavior for another two-week period.

Social Inclusion Incident Report

Faculty and staff report social or behavioral incidents that are observed during the school day either in the classroom or in the halls and at recess. These forms are kept in a binder in the front office and are reviewed weekly by the Social Care Group and the Class Teacher.

The ultimate goals of our Social Inclusion Protocol are to ensure that all students feel secure and behave appropriately when at school, and to track and address behavioral and discipline issues. With this work, we strive to meet student needs with fairness and love and to engage in a meaningful working relationship with families.

Sending Students Home During the School Day

Any student in any grade can be sent home during the day by any teacher if their behavior is sufficiently disruptive. Any teacher may issue such a suspension in consultation with the Class Teacher and the Coordinator. Students who are being sent home should be delivered to the office by a teacher and the teacher or the Coordinator will call the family. Any time a student is sent home, a conversation between the family, teacher and, if appropriate, the student, must take place before the student can return to school. Written documentation of any meeting with the family will be kept by the teacher and in the student's file.

Change Plan

The purpose of a Change Plan is to alert a student and their family to serious concerns about either academic performance or behavior. It is meant to be a serious step taken after other methods have been tried. The goal is always to help the student to recognize and find ways to be successful at our school. It defines a time during which improvement will be sought. Families will be notified in writing of the specific terms and conditions of the probation. We work to address student needs through a Support Circle process before we move to a Change Plan.

1. If a support plan cannot be resolved successfully (after a reasonable amount of time depending on the issue and the child's age), then the Carrying Group and Class Teacher will make decisions about the next steps.
2. At this point the Carrying Group will meet with the family to inform them that withholding of a contract for the next academic year is a possibility.

Immediate Suspension or Dismissal in Grades 6-8

Certain extreme behaviors may result in immediate suspension or dismissal. Examples of such behaviors include but are not limited to:

- Bringing weapons, alcohol, or illegal substances to school
- Theft
- Arson
- Destruction of property
- Extreme physical and/or verbal hostility, such as fighting or abusive swearing
- Inappropriate sexual behavior
- Violent behavior or threats of violence

See the [All-School Policies and Procedures](#) section for important information on probation, suspension, and dismissal.

Lower School Campus Practical Matters (EC-8)

Dropping Off and Picking Up Your Student

	Drop Off Time	Class Start Time	Class Pickup Time
Grades 1-4	8-8:10 am	8:20 am	3:10-3:20 pm
Grade 5	8-8:10 am	8:20 am	3:20-3:30 pm
Grades 6-8	8-8:10 am	8:15 am	3:20-3:30 pm

	Drop Off Time	Morning Circle Start Time	Early-Bird Pickup Time	Afternoon Pickup Time
Early Childhood	8-8:20 am	8:30 am	12:15 pm	2:45-2:55 pm

Morning Drop Off

Beforecare

Our Beforecare program is available at the LS from 7:30 am. Advanced signup is not required. All students who arrive before 8 am will need to be escorted in by their parents and signed into Beforecare. Grades 1-8 students will be released from Beforecare at 8 am and will go to their classroom or directly to the MS Commons. Early Childhood students will be escorted to Morning Circle at 8:30 am.

Fees (subject to change): \$2.50 per quarter hour.

Early Childhood Drop Off:

1. Curbside Drop Off: Families may drop off their children in the front circle any time between **8-8:20 am**. Children will be escorted to Beforecare (there is no charge for Beforecare between 8:00-8:30 am). Children will stay in Beforecare until it is time to be escorted to Morning Circle, which begins at 8:30 am. Under this option, parents do not attend Morning Circle.
2. Walk-In Drop Off: Families can park in the front parking lot, help their children put their belongs on hooks/in cubbies, and take their children to their designated Morning Circle location at 8:30 am. Under this option, families assume responsibility for supervising the child until 8:30 am and can attend Morning Circle if desired.

Grades 1-8 Drop Off:

Grade 1: Students will be greeted at curbside and escorted to their classroom, or in the beginning weeks, parents may park and walk them in.

Grades 2-5: Students will enter through the double doors and line up in the hallway until classroom doors are opened at 8 am.

Grades 6-8: Students will enter through the Main Entrance and go directly to the MS Commons until classroom doors are opened.

Afternoon Pick Up

Early Childhood Early Bird Pick Up:

Early Bird pick up for children attending our half day program is at **12:15 pm** in the front circle. Students who are not picked up by 12:25 pm will be taken to the Front Office and the family will be called. The student will wait in the office to be picked up.

Early Childhood Full-Day Pick Up:

EC children who do not have siblings in the grades can be picked up at the curb between 2:45-2:55 pm. Alternatively, parents and caregivers are welcome to park in the front parking lot and walk to the curb to pick up their child. Any child who is not picked up by 3 pm will join Aftercare in the back garden. EC children who have siblings in the grades will be brought to their sibling's pickup bench at 3:10 pm for curbside pickup only.

Grades 1-8 Pick Up:

Students will wait with their class at their designated benches to be picked up. Parents are to stay in their car during pick-up for safety reasons except to help small children with seatbelts and belongings. Students must be picked up by 3:35 or when the AATA bus arrives. If they have not been picked up, they will be sent to Aftercare.

Front Outdoor Bench Protocols

- Class benches are organized from left to right, from youngest to oldest when facing the building.
- Students may sit or stand in their designated area. No horseplay.
- Students may only use cell phones with permission from a bench duty adult.

Last-Minute Change to Pick-up

If you have a last-minute change regarding your student's pick-up arrangement, please call the front office and let the staff know your change of plans. If the person picking up your child is not on your CIC, we ask that you please email us at lsattendance@steinerschool.org with your request. The person picking up must have their ID with them.

Driving and Parking

- The inside lane of the circle is a drive-through lane only.
- The curbside lane of the circle is the Drop-Off/Pick-up Lane.
- Form a single line.
- Pull as far forward as possible.
- Let your student out of or into the car and then proceed slowly.
- No parking along the yellow curb or areas marked with orange cones.
- For safety reasons, no students may be left on school grounds unattended, regardless of age.
- Students who walk or bike home from school must report to and sign in with the bus duty monitor designated by an orange safety vest.
- Students who take the Ann Arbor city bus must wait in the designated area and sign in with the bus-duty monitor.
- Families who pick up late must park their cars and meet their students in Aftercare.
- Families who are in the building before morning drop-off or after 3:20 pm must always keep their students with them.
- Volunteers working on campus after school (i.e. school store, coaches) may sign their students into Aftercare at no charge.

As an environmentally conscious school we have a "no idle" policy. Please do not idle your vehicle when parked or at a standstill anywhere on school grounds, except under extenuating circumstances (i.e. prolonged waiting in extreme temperatures).

Aftercare

Our Aftercare Program is available at the LS until 5:30 pm. Families must register students in advance by filling out an online registration form. The Aftercare program is more relaxed than the school day. Students play outside, use the gym,

have stories, art projects, and board games available to them, and older students may do homework. There is a one hour minimum invoiced.

Fees (subject to change): \$8.50 per hour (one hour minimum)
 \$1 per minute after 5:30 pm

Before/Aftercare Fees Payments

Invoices for Before/Aftercare are issued monthly and due upon receipt.

For families who pay tuition via FACTS, charges will be added automatically to FACTS unless other arrangements are made with the Business Office.

Entrance Security

Drop-Off and Pick-Up	During School Day	Before and Aftercare
All Doors OPEN between 8 – 8:25 am	All Doors LOCKED after 8:25 am Enter through Main Entrance with buzzer	All Doors LOCKED Enter through side Aftercare Entrance with buzzer
<p><u>How do I access the building?</u></p> <p>All Doors OPEN</p> <p>Note: This also applies to evening and weekend events.</p>	<p><u>How do I access the building?</u></p> <ol style="list-style-type: none"> 1. Go to Main Entrance 2. Press button on the box attached to the wall to the right of the door 3. Staff member will respond and activate buzzer to unlock the door 4. Enter the building and proceed to the front office 5. All visitors will sign-in and receive a visitor’s badge 6. Upon leaving the building, visitors must sign-out and return visitor’s badge 	<p><u>How do I access the building?</u></p> <ol style="list-style-type: none"> 1. Go to east side Aftercare entrance (by basketball net) 2. Press button on the box attached to the wall to the right of the door 3. Staff member will respond and activate buzzer to unlock the door 4. Enter the building and proceed to the Commons area, check in with staff member 5. Children must be accompanied by an adult

Bus Transportation

Ann Arbor city bus #33 stops at the LS weekday afternoons at 3:28 pm and, by rider request only, at 7:58 am. For specific information, visit www.theride.org or call 734-996-0400.

Lower School Guidelines for Illness

Please notify the school if your child contracts a communicable illness including but not limited to chicken pox, measles, mumps, pertussis (whooping cough), influenza (the flu) or strep throat. Parents are also reminded of the importance of keeping their children/teens home from school when they have these, as well as other contagious infections or illnesses.

Guidelines for when it is appropriate to have your student return to school following certain illnesses:

- 24 hours after a fever has ended
- 24 hours after the last experience of vomiting or diarrhea
- Once pink eye has ceased to cause runny eyes
- 24 hours after beginning a course of antibiotics

The protocol for when to send your child back to school following the more common cold with a cough is when you believe that your student will be able to participate in class and not be a distraction to others. The number one, most important defense against all illness is hand washing. We will be monitoring this closely at school and encourage you to please reiterate this at home with your child.

See the *All-School Health, Illness and Medication* section for information on medications and immunizations.

Library Programs

We have three library programs: the Ellie Klopp Memorial Library and an Early Childhood/Parent Library, both at the Lower School, and the High School Collections, which include the Megan Margerum-Leys Library, Book Nook, College Prep, Computer, and Special Subject Collections.

Our primary purpose is to bring good books to young readers and those who guide them. We also support teachers in curricular work, inspire and engage the imaginations of our community members through our outreach programs, and educate parents and caregivers on Waldorf Education and related subjects.

Ellie Klopp Memorial Library

Ellie Klopp (1917-1996) was our school's first librarian. The library named in her honor offers over 5800 books of all kinds.

Book Collections

<i>Picture (Easy) Books</i> - To be read aloud or read alone	<i>Fiction</i> - Hardcover classics and series
<i>Readers</i> - First books for novice readers	<i>General</i> - Non-fiction and literature
<i>Paperback</i> - Softcover chapter books and novels, series books	<i>Special Collections</i> - Include Waldorf publications, Reference, Newbery Medal winners, fiction and non-fiction in Spanish, German, and Mandarin

All books are cataloged by a modified Dewey Decimal System arranged alphabetically by author's last name and Dewey call number. We have computer access for searching our online catalog, and student research. We invite you to look more closely at our program via the Library Blog available at [Blogspot](#), where you can find links to the catalog, the school website, and our email address and contact information.

Open Hours

The hours for the Ellie Klopp Library are posted on the library door and include a mix of times to accommodate as many people as possible. Students, teachers, staff, and families are welcome. Two books may be checked out during a two-week period. A return box is located just outside the library door.

About Book Check-Out

The check-out process is easy and can be demonstrated by the librarians after you have located the books you wish to borrow. All books are labeled with a green, blue, and white sticker on the front cover for easy identification. Borrowers may not check out new books until all overdue books have been returned. Overdue notices are sent periodically. Overdue books are not fined unless a book is damaged beyond repair or lost. A bill for replacement cost will be issued from the Business Office.

Early Childhood/Parent Library

This lovely collection of books and periodicals, especially relevant to EC families, is available to the community for self-checkout. We have children's picture books along with information on parenting, child development, and Waldorf education. Books on Waldorf crafts, festivals, food, songs, and stories are also here. A librarian is available to assist with checkout and return on Tuesday mornings between 8:30 am and 9:30 am. The library is located in the Parent Community Space/School Store.

Animals

For the safety of our community and the animal, please:

- Do not allow pets outside of your vehicle when on school grounds
- Do not attempt to handle any animals on school grounds
- If students are outside bring all students inside immediately
- Report the sighting of the animal to the front office
- Keep students inside until the all-clear is issued by the front office

Pest Policy

Organic control methods are given priority over pesticides, which are used as a last resort. Herbicides and pesticides will not be applied in areas where individuals are or will be present for 12 hours.

1. **Families will be informed** prior to annual pesticide applications to the school grounds or buildings. Pesticide notices will also be posted at entrance doors. Families can request notification by first class US Mail.
2. **We follow the Michigan Department of Agriculture Rule 637** for Integrated Pest Management in schools, and logs are kept for each building.

Photography & Video Camera Use

To ensure that the students are allowed to experience plays and assemblies without distraction, the faculty asks that any recordings or photographs of festivals, plays, etc., be done in cooperation with the teacher in charge of the event. A prior conversation will facilitate clarity regarding this. The faculty member will work with families to find an appropriate time for them to take pictures of meaningful events.

Any parental photographing of students during school hours should be done unobtrusively so as not to distract students or faculty. Please request permission from families before sharing or posting photos of other students.

Lower School Response to a Direct Threat to Campus Security and Safety

In the unlikely event that the Lower School is threatened by a perpetrator with intent to hurt students, faculty or staff, the school faculty and staff are trained in the ALICE response method. This is a system now being used by many school districts (including Ann Arbor Public Schools) that gives individual teachers the latitude to assess a situation and take the action they deem the most likely to protect the students in their care. These responses could include a traditional lockdown (doors, locked, window blinds drawn, students hiding in the corners of the room); an enhanced lockdown where furniture is used to barricade doorways; or escape, through windows or out available doors. Each year the faculty and staff of the Lower School will receive training in ALICE at the August and September faculty meetings, and the approach

will be shared with students in an appropriate way during the first month of school. Students will be taught to follow instructions but will never be asked to take any direct action against an intruder. Our goal is to help students escape a dangerous situation. During the student instruction they will be informed of the school reunification point for the school year (the place to go if they leave the building to escape a dangerous situation).

High School

Program

High School Methods

A message from the High School Faculty and Administration to the High School students:

As a high school student, you are expected to actively participate in and contribute to your own education. Therefore, it is important that you begin to gain an understanding of the goals of this education as we, your teachers and administrators, see them. What follows is our attempt to articulate the educational ideals that we aspire to.

Our purpose is to prepare you to meet the challenges of the rapidly changing world of the 21st century. It is not enough to teach you today's skills and today's knowledge; rather, we must awaken in you the capacities you will need to learn new skills and gain new understanding throughout your life: capacities for sound judgment, critical thinking, and an abiding interest in the world and in learning. Moreover, we must help you gain an awareness of yourself and others, out of which can arise sound moral judgment and the ideals which give our lives meaning and purpose. In short, we must help you develop not just a quick mind, but character.

In the High School, our first task will be to help you develop a keen interest in the world and a delight in your capacity for thought. A healthy development of such capacities for thought, one that puts you into a right relationship with the world, is grounded in direct experience and observation. In the sciences, which are taught primarily in the laboratory and in the field, observation and experimentation with the phenomena are the basis for the development of the laws and theories that modern scientists use to make sense of their observations.

Similarly, in the humanities and social sciences, you will be taught using primary source materials: the original versions of the great works of literature and original historical documents. Starting from observation of the contents of a text, it is then possible to delve beneath the surface to ask what lies beyond the observable. How did this character become who he is? How have the events of ancient history shaped our current time? Is there an order, a lawfulness to the way things behave in nature and in society?

Writing is an important part of the curriculum in all subject areas as you keep notes, laboratory records and journals of your observations and use them to write reports, essays and poetry, creating in each case a document summarizing not only the content of the course but also your own understanding of it. You are thus engaged in constructing your own knowledge rather than being asked to learn and reflect back the contents of standard textbooks.

Work in the arts supports the academic curriculum by developing the capacity to solve problems creatively. Through the creative arts (such as drawing, modeling, painting and ceramics) we aim to help you cultivate imaginative thinking, perseverance and attention to detail. Practicing the performing arts (including music, choir and drama) develops self-discipline, focus and the ability to work effectively in a group. The practical arts (for example auto mechanics, woodworking and bookbinding) are intended to enable you to understand the world in a concrete way.

We, as teachers and administrators, see ourselves as facilitators of YOUR education and we want you to be totally involved in it. Our role is to help create the structure necessary to support a lively learning atmosphere where you can gain self-confidence and competence. We also wish to foster a sense of individual responsibility and community. To that end, we hope to set an example for healthy social interactions between students by maintaining a respectful attitude towards students and towards one another, and by expecting the same of you. We want to create a safe space where the ideals of the community can manifest.

Through these means we strive to attain the goal set forth by Rudolf Steiner in 1919 at the founding of the first Waldorf school: "Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives."

Student Conduct

Our ideal is that students be left as free and independent as they are capable of being. Teachers and administrators do not wish to be separate and removed from you, and we will provide structure and guidance as needed. Our goal is to lead you into freedom and responsibility. To that end, we will do our best to assist you in becoming clear about your goals and the consequences of your choices with the intention of helping you achieve them and/or helping you to find realistic alternatives.

This means that when there is a question about your behavior and/or choices, we will start by asking you to place your behavior and/or choices within the context of our common ideals as a learning community. Among these ideals are respect for self and others, appreciation and tolerance of differences, and a commitment to participating in the learning process. In joining this school, students are affirming that you are committed to these ideals. If student behavior repeatedly falls short of this commitment, we will ask for a conference with the student and family to understand the reason for this and to confirm that this school is really where they want to be. No student should be here who doesn't want to be, and no student may be here who will not or cannot uphold our common ideals.

The specific points discussed below are examples of the application of our ideals. It is our intention to keep our written rules to a minimum, with the understanding that all our behavior at school, whether or not covered by a written rule, should be consistent with these ideals.

Communication Expectations

Rudolf Steiner High School wants the school environment to be a warm and welcoming place for all students and staff, regardless of race, religion, gender, sexual identity, national origin, sexual orientation, political views, economic status, and ability.

All students and staff are welcome to their own individual, private views on all issues, however, the school is a learning environment and there must be self-management of communication, respect for all others, and an open effort to connect, listen, seek to understand, and care for everyone.

We seek to create a school where all students are able to fully engage in their learning, and all staff in their teaching, without concern about being marginalized, hurt by intentional or careless comments, or treated as less important than others because of their personal identity.

It is important to understand that students of all races, genders, backgrounds, and individual identities are learning how to manage these complex issues that our whole society wrestles with daily. We do not expect students to get it right all the time, but we do, as a school, a community, and society, owe it to them to directly engage in these issues, reflect back to them on their behavior, help them develop a deeper understanding, and help them clearly see those around them. We, as a school and place of learning, seek to support students in their education on these topics, and not to discipline unnecessarily, however, violations of these expectations will have direct consequences as detailed below.

We strongly encourage all students in the school to minimize discussion of these types of topics on social media, texting, and other electronic platforms, as these technologies are not supportive of the nuanced and thoughtful conversations that these topics deserve. Social media posts have a direct impact on the quality of the school and classroom environment and will be subject to the expectations for behavior outlined below. Students are asked to be especially careful not to make claims about classmates on social media or accuse them of things that they cannot respond to in the public forum. All students will be expected to meet these expectations.

Expectations:

The following types of statements and communication are not acceptable:

- Direct statements to others that exhibit racism, religious intolerance, sexism, anti-LGBTQ+ sentiments, denigration of immigrants, political intolerance, body shaming, or judgements based on economic status or ability.

- Jokes, humor, or satire based on finding amusement or enjoyment in any of these areas.

The following types of behavior are not acceptable:

- Exclusion of any classmate from school-based activities – all students have the right to all school opportunities, and students are expected to talk with all students, collaborate with them in group work, and treat them with care and respect at all times. Students are completely welcome to have their own friend group but not to exclude those they are less attached to. School is a place where everyone deserves to feel part of the class.
- Spotighting of individual students based on their identities – for instance, this means not expecting an immigrant student to share opinions or ideas about immigration based on that student’s immigration status, or a student who is Catholic being expected to explain aspects of Catholicism. All students should be supported in being comfortable in the classroom without fear of being asked to speak out on an issue that they are personally connected with. Students are free to participate in all conversations at their own level of comfort.
- Wearing of any clothing or use of in-school materials that promote racist, sexist, anti-LGBTQ+, antireligious, anti-immigrant or other exclusive attitudes.

When a statement or behavior that violates the above standards occurs the following will happen:

- If heard or witnessed by a teacher or staff member, an immediate intervention will be made by the teacher or staff member. Teachers and staff members will be supported in understanding how to do this through training in faculty and staff meetings. Students should never assume a teacher heard a comment just because they were in the classroom at the same time. If the comment is not immediately addressed, please approach the teacher about your concern.
- If heard or witnessed by a student, that student has the following set of choices:
 - Handle it themselves by directly pointing out the inappropriate behavior and simply stating “That is inappropriate”.
 - The student who is told this is expected to do the following:
 - Stop the behavior.
 - Apologize and move on.
 - Not ask for an explanation about what is wrong with the behavior, instead reflecting internally or talking with a faculty/staff member about what was or was not inappropriate.
 - Conversation can continue with faculty or staff help (this is not intended to be a permanent stop to discussion on these topics but a temporary pause as everyone learns how to have these conversations).
 - Report it to faculty or staff using one of the following options
 - Bring the attention of an adult present at that moment to the issue.
 - Report it to one of the High School Coordinators or a core faculty member.
- Consequences for inappropriate communications will be:
 - First incidence: Meet with at least two faculty or staff members to discuss the behavior and plan for ending it, with the goal of a clear understanding of what is not acceptable. We expect that this will be the end of most processes, but if the behavior continues the process will continue.
 - Second incidence: Meet with the two faculty or staff members from the first incidence, Coordinator, and parent(s). Written plan to be in place at end of meeting to ensure the behavior does not continue.

- Third incidence: One day suspension and Behavior Probation. Written probation plan, community service and weekly faculty follow-up meeting.
- Fourth incidence: Three-day suspension and final probation: All of the above in step three and understanding that this is a final chance for changing behavior.
- Fifth incidence: Dismissal.

As faculty and staff, we do also reserve the right to move this process along more quickly depending on the severity and pervasiveness of the incidence. Our goal with these steps is to ensure that misunderstandings are understood and that education on appropriate types of communication is put before punishment, while also setting clear boundaries for what is appropriate at school and what is not.

Timeliness and Attendance

Because of the interactive and experiential nature of our education, it is essential that students be present and on time for each class. Arriving late is disruptive and discourteous. Students are expected to remain in class for the duration of the period unless given permission to leave. The flow of a lecture, the understanding of a concept and the mood of a class are all disrupted when someone enters or leaves the classroom.

If a student is tardy, then the student must report to the front office before going to class. A pattern of frequent tardiness is cause for concern and will result in a conference to discuss and remedy the difficulty. At the discretion of the instructor, a student who is late more than 30% of the time to a course may not receive credit. A student who is late more than 50% of the time to a course will NOT receive credit for the course. Missing 40% of any portion of a single class period may count as an absence. We encourage students and families to schedule appointments and family vacations so that students do not miss school.

If a student is going to be absent for part or all of the day, the family should notify the school before 8 am. Prolonged absences may severely impair the ability to attain the objectives of courses and may result in loss of credit. If a student is absent for more than 15% of any given course, the student may not be given credit for the course. If a student knows in advance that they will be absent for three or more days, the student should fill out the Extended Absence form, available in the front office, at least one week before the absence.

It is the student's responsibility to make up any missed work due to absence or tardiness.

Respect and Courtesy

It is vital that we cultivate an attitude of respect through our awareness and consideration of each other, and by manifesting our tolerance of diversity. People with differing views, strengths and weaknesses create a rich, diverse community. We expect to have differences of opinion and to have energetic discussions carried out in an atmosphere of civility. To create this atmosphere and to promote our general safety and well-being, abusive language, physical violence, and weapons are not acceptable. Pranks and other forms of behavior that might be deemed hurtful are also not acceptable.

Physical Contact

It is the Rudolf Steiner High School policy that physical signs of affection between students remain appropriate. Students will not kiss, sit on laps or engage in romantic hugging on campus at any time. This is an academic environment and such behavior is inappropriate. Holding hands and friendly hugging is permitted if it is respectful to others and the school.

Electronic Devices Policy

Talking, laughing, joking, having great conversations and bursting into song are all welcome at appropriate times, but the use of personal electronic devices during the school day is not, as this takes us away from interaction with one another. Electronic devices must be turned off at all times inside the building and left in lockers, or locked vehicles, during the school day. This includes cellphones, headphones, computers, tablets and e-readers, mp3/iPods, cameras, and game

consoles. Students who have a class-related need to use an electronic device can fill out the *Computer Room and Technology Use* form in the office and have their teacher or a High School Coordinator sign it to give permission for in-school use.

Laboratory Safety Rules and Procedures

The following Rules and Agreement letter is issued to all students using the science labs. They must read this document carefully before signing:

Please read the following safety rules carefully. Failure to observe appropriate rules will result in ejection from the lab and an F for that day's lab. Failure to observe these rules may also result in serious injury.

1. No food or drinks (not even water) are allowed in the lab. It is dangerous to consume food or drinks while working with chemicals.
2. Never pour any chemical down the drain. All waste must be disposed of according to instructions given by the instructor.
3. Goggles must be worn at all times when experiments are underway. You may take off your goggles only when the last person has stopped working and with the instructor's permission.
4. Appropriate clothing must be worn. Loose or dangling clothes and jewelry are a hazard, especially dangling sleeves. Long hair must be tied back. No sandals or open toed shoes. You will not be able to participate in lab with inappropriate footwear or clothing.
5. Follow all instructions carefully. Do not do anything that is not part of an approved experimental procedure. Carefully read all written procedures through from beginning to end before attempting an experiment.
6. Act in a responsible manner at all times. No fooling around or horseplay in the lab.
7. Before lighting a Bunsen burner and heating anything, have the instructor check your set up.
8. Never leave a lit Bunsen burner unattended. Turn off your Bunsen burner when you are not using it.
9. Clean up all spilled chemicals immediately, including water. If you spill a chemical, ask the instructor how to clean it up.
10. Check odors only when instructed to do so. Do not smell liquids directly. Waft vapor gently towards nose with hand.
11. Never start heating a test tube from the bottom. Begin just below the surface of the liquid and work down. When heating a test tube, do not point it at anyone.
12. Hot glass looks exactly like cold glass. Make sure glass is cool before you pick it up.
13. Treat burns immediately by putting burned area under cold water for at least 15 minutes. Cold water markedly reduces the subsequent pain and blisters.
14. If any chemical comes into contact with the eye, flush the eye with water at the yellow eye wash station. The yellow eye wash station is located next to the lab door. Pulling down the black tray can activate it. Water will immediately begin to flow. Wash the eye for ten minutes or more. The water will run onto the floor; do not worry about the floor, your eyes are much more important.
15. Lubricate glass tubing with water or glycerine before inserting into stoppers. Wrap tubing in cloth before inserting. Hold tubing near the end to be inserted.
16. Do not taste any chemicals or put anything from the lab in your mouth without being told to do so.
17. Report any injury, accident, or close call – no matter how small – to the instructor immediately.
18. Equipment must be put away properly and work area cleaned before leaving the lab.

Additional Safety Rules and Proper Lab Practices

1. Read chemical labels very carefully. Read them three times: when you pick the chemical up, just before you use it, and after you are finished. Many mistakes result from mixing the wrong chemicals. Be alert for safety warnings on labels.
2. When using a chemical, try not to contaminate the chemical by returning excess to the container. Take only what you need. Use a separate spoon/spatula/pipet for each chemical to avoid cross-contamination.
3. When using a Bunsen burner, use a blue flame and the smallest flame that will do the job.
4. Wash glassware using detergent and brushes. Glassware must be dried and returned to the proper shelves or drawers after use.
5. Clean your lab bench, put away all equipment and reagents, and wash your hands at the end of each laboratory session.

Personal Appearance

High School students are coming together to learn, to work and to bring out the best in one another. Choices in clothing should support this. Students should come dressed in a way that is practical, comfortable, and appropriate for the day's activities, be they academic, artistic, movement, or in the laboratory. The clothes students wear should not be excessively distracting to our work. All students need to be sufficiently covered to meet the common standards of modesty. Attire that glamorizes drug or alcohol use, hostility, violence, or sexual themes is contrary to our purpose. For safety reasons shoes are always required. When we are at the Lower School, we follow the Lower School dress code.

Clothing for School Trips

We are committed to activities beyond our campus. For these to be successful, everyone needs to be prepared for the experience. Faculty members ensure that the academic work needed to provide an adequate background for the experience and the practical planning around meals, housing and transportation is complete. We ask that individual students contribute by bringing appropriate clothing for each type of activity.

- Ninth Grade Farm Trip – students need to be dressed to be out in the sun, rain, and wind daily. We ask that students wear work shorts and pants (no short shorts), and shirts with at least small cap sleeves (no spaghetti straps). We ask this because of concerns about sunburn and scrapes and cuts in the fields. Students should also have good rain protection and at least one pair of long pants and a sweatshirt (it can be surprisingly cold at the farm).
- Tenth Grade Survey Trip – students need to be dressed to be out in the sun, rain, and wind daily. We ask that students wear work shorts and pants (no short shorts), and shirts with at least small cap sleeves (no spaghetti straps). We ask this because of concerns about sunburn and scrapes and cuts in the woods. Students should also have good rain protection and at least one pair of long pants, a sweatshirt, and a warm jacket (it can be surprisingly cold on the Lake Michigan shore).
- Model United Nations Trip – students will be presenting in committees and to the convention. They are expected to be in professional work attire – at least dress pants/skirt and a good shirt/blouse. Many students wear suits and/or dresses.
- Hiking Club Trips – students should follow the equipment list and ensure that they have had their pack checked by a faculty member or chaperone before the trip begins. In general, students are expected to have full rain protection, cold weather protection and a variety of quick-dry and backpacking clothing. Because of the danger of hypothermia while hiking, students who do not meet the equipment list requirements for clothing will not be allowed to participate in the trip.

- Maine Trip – students need to be dressed for sun, rain and/or wind daily. We ask that students wear work shorts and pants (no short shorts), and shirts with at least small cap sleeves (no spaghetti straps). We ask this because of concerns about sunburn and scrapes and cuts on the rocks. Students should also have good rain protection and at least one pair of long pants and a sweatshirt (there are always cold nights on the Atlantic in September).
- Italy Trip – students should follow the provided packing list with an awareness that they will be spending the ten days in European cities where a slightly conservative approach to dress is most appropriate.

Being Prepared for Class

It is every student’s individual responsibility to be physically, emotionally, and mentally prepared to participate in class. This includes being organized, completing, and returning homework, and having the necessary classroom tools. It also includes getting a good night's sleep and eating breakfast. When a student arrives to class, we want them to be able to give full attention to the material presented.

Respect for School Property

Many people, adults and students, have worked very hard to create our school. We need to treat it like a home rather than an impersonal “institution”. As we live in our school, we all will help to define its character. There have been and will be opportunities for students to contribute to decisions about the design and use of the school and its grounds. Careless or malicious acts which deface or destroy property challenge and jeopardize our community. Students should be conscious of the impact that they have on our property. Some of the ways in which students may do this are to:

- Be where they are supposed to be, only when they are supposed to be there
- Keep personal belongings organized and in lockers
- Not eat or drink in classes without teacher permission, except for water in a water bottle
- Be sure to recycle or throw away trash
- Return borrowed school items to the classroom or office from which they were taken
- Maintain a noise level that respects others’ activities
- Keep rough housing under control and in an area which can sustain it
- Respect the school’s furniture, including keeping shoes off upholstered seats
- Notice and appreciate the contributions of each other to the well-being of the community

Behavior in Chorus Classes

Students sing in the All-School Chorus twice a week. This is a wonderful experience as we work together to make music, but the size of the choir also presents some challenges. Therefore, we ask that students observe the following:

- Arrive in the Assembly Hall on time and immediately get a choir folder and take your place
- Watch the Choir Director attentively and come to silence as soon as the Choir Director is ready to start warm-ups
- Keep conversation and chatter to a minimum throughout the class, ensuring to never disrupt progress in the class
- Work to support classmates in performing our challenging music, rather than distracting and diverting them

If a student is unable to meet these expectations, they will be required to attend an additional choir practice period on Tuesdays after school.

Assembly Guidelines

The Grade 12 students host the weekly All-School Assembly during the fall and winter, and Grade 11 takes over in the spring. Students are expected to attend all assemblies and are invited to participate by bringing music, poems, interesting

facts, announcements and performances of all kinds. Students occasionally put together slide shows for assemblies and we ask that they observe the following:

- That all students who participated be represented during the slideshow, and that there is not an undue focus on any one or small group of students
- That the slideshow be limited to a maximum of five minutes in length
- That the slideshow be a balance of curriculum-related and social activities – as an example a slideshow on the ninth grade Farm Trip should show both farming/building activities and times around the campfire/playing games
- That all slideshows be previewed by a faculty member or one of the HS Coordinators before being shared at Assembly

Respect for Our Neighbors

The families living in the surrounding neighborhood have been very supportive of our joining their larger community. It is important that we be aware of and respect their needs and requests. Please do not walk, drive, or park in this neighborhood during school hours without prior permission. Please be aware that children playing in their backyards may hear and see students so maintain behavior that is appropriate for them to see and hear. If a problem should arise, please be respectful, try to resolve the issue and bring the concern to a faculty/staff member. Pranks and other forms of behavior that might be deemed hurtful are not acceptable.

Conduct at Off-Campus Facilities

As a part of our school programs, students will have opportunities to go off campus for field trips. Please be aware that when we go to these locations, students are still in school. All school rules and expectations of conduct remain in force. Our students are ambassadors for the school, and the school reputation depends on their conduct.

Dance/Open-Mic/Performance Guidelines

Each Steiner student may bring two outside guests. This is standard procedure at most high schools. Alumni may come and bring one guest. Alumni need to be registered before the event, but do not count towards the two-outside-guests rule. Students will be held accountable for their guests' behavior. All guests must be registered (but may pay at the door) by the end of school day immediately preceding the event. On-site tickets will be sold only to currently enrolled RSHS students and registered guests. There will be no on-site ticket sales to non-registered guests.

Students and visitors will sign in and sign out with a designated chaperone when they arrive and when they leave. A sign-in student-and-guest list will be at the door.

Attendees may go outside through the front entrance or onto the Commons patio. They may not go past the internal doors between the two sets of bathrooms. They may not go into classrooms or the Assembly Hall.

Once students have arrived, they should not go out to the parking lot unless given permission by a chaperone. Students or guests who have signed out and left the property may not return.

Any of the chaperones may ask anyone to leave the event at any time. Chaperones will only do this if there is a serious problem such as suspicion of drug or alcohol use, ignoring requests made by a chaperone, rude behavior to an adult or another student or damage to the building or grounds. The chaperones will not argue with the offender or the sponsoring student about this judgment. If asked to leave, the student or guest must do so quietly and quickly.

Open-Mic/Performance events are open to the public. Performers must be pre-screened for appropriate content and listed in the program.

Cell Phone Policy

Although useful in arranging carpooling, letting families know when a student will be home, and reaching friends and family outside of the school day, cell phones during the school day are a major and unnecessary distraction. To ensure

that all students can fully take part in academic lessons, social interactions, and all of the events of the school day we ask that:

- Students turn off their phones and store them in lockers or locked vehicles from 8 am – 3:10 pm.
- Students do not use a cell phone, even outside, during school hours. If a student needs to make a phone call, they should come to the front office.
- Students in the after-school program may use their phones to communicate with their carpool drivers or family, and to listen to music on headphones. Students may not use their phones to watch videos, play games, or browse the internet.

If a student does not leave their phone in a locker, and instead has it out in the school during school hours, then further action from teachers and administration will be necessary. This will be set individually with each student as the situation warrants, though the process typically includes a Pink Slip (explanation in the following pages) and/or an expectation that the student is to turn their phone into the front office each day for one to two weeks following the incident. Flagrant or repeated violations of the cell phone policy can result in behavior probation.

Plagiarism and Website Use Policy

The internet can be a rich and interesting place to research classroom topics and find resources for written assignments and papers. However, the ease with which a student can copy and paste data from a site to their own paper or work can often tempt a student into plagiarism. Students are expected to provide sources and citations for all materials taken from others, whether electronic or a published book, magazine, or video. Students should provide sources and full citations for:

- Direct quotations from another person, whether published or unpublished
- Graphics – such as charts, photographs, and drawings
- An idea taken from the work of another person
- Data and facts given by another person, whether published or unpublished

Plagiarism is considered cheating. Please see the [HS Policy on Cheating](#).

Social Media Policy

Facebook, Foursquare, Yelp, Twitter, Pinterest, Tagged, Kismet, Instagram, Snapchat, TikTok, Tumblr, Youtube, etc. are all ways for us to share personal information, photographs, and videos. New social media programs and applications are being developed continuously, and the possible ways for students, faculty, and families to be part of an online community continue to expand. These programs and applications offer a lot of positive opportunities to connect, share interests and ideas, promote causes important to us and have fun. However, the seemingly private nature of these sites, which are in reality extremely public, can lead to inappropriate postings, embarrassing photographs and information being thoughtlessly shared, and even cyber-bulling.

We expect that all students will be conscious of the ways in which they use social media outlets and will work to preserve classmates' privacy and dignity. Students are reminded not to reveal passwords or the passwords of others and are expected to refrain from:

- Spreading rumors or false information about others through social media outlets
- Sending rude, harassing, or threatening email messages, instant messages, or text messages
- Creating websites or posts that ridicule, humiliate, or intimidate others
- Posting embarrassing or inappropriate pictures, images or videos of others
- Forwarding or disseminating photographs and videos that invade another student's privacy or dignity
- Sending email messages, instant messages or text messages to others disguising themselves as another person

Students are also asked to let faculty or staff know as soon as they become aware that another student is engaging in the behavior outlined above. This is essential to ensure that our small school remains a positive social environment for all students.

Computer Use

Computer use to facilitate academic work is encouraged. Students are allowed into the computer lab with a signed permission slip from a teacher. Computer use guidelines are expected to be followed at all times. Personal computers are not allowed at school unless approved and under the guidance of a teacher.

Computer Use Rules and Agreement

The following Rules and Agreement letter is issued to all students using the computer lab. They must read this document carefully before signing:

Rudolf Steiner High School students will have ongoing access to computers and a full array of software tools available from the school, including internet resources. RSHS is pleased to offer a variety of computing resources to our students; however, we require that students understand and agree to the basic rules of computer usage.

RSHS's policy for computer usage is in accord with the guiding principles and behavioral expectations that are published in the School Handbook in the HS section titled Student Conduct. Violations of the Computer Use Rules and Agreement will be considered to be a violation of Student Conduct and will be handled accordingly. If a student violates the guidelines in this policy and agreement, the student may face disciplinary actions, and rights and privileges to use any or all of the HS's computing resources may be revoked.

Students may not use RSHS's computing resources in any way that contradicts the educational mission of the school. Prohibited activities include, but are not limited to, the following:

- **Harassment.** *Communications with other people must be courteous, respectful, and considerate, whether the communication is electronic or in person. Computing resources may not be used to create any materials which are unkind or abusive in nature.*
- **Vandalism.** *Students may not modify any material on a computer other than their own data files.*
 - *Students may not install, remove, or change system software or application software without the teacher's approval and direct supervision.*
 - *Students may not modify or destroy the work of another student.*
 - *Students may not install or create "viruses."*
 - *Students may not abuse the computing resources. Students may not attempt to "hack," or gain unauthorized entry into other computer systems or modify materials on other systems through our computers.*
- **Inappropriate materials.** *This includes materials that students may encounter on the internet or that students may bring to school from other sources. It is especially important to note that access to the internet can be revoked at any time if a student's actions are not related to the task or the subject matter of the class or assignment.*
- **Use without authorization.** *Regarding the computers in the HS offices, if students do not have express permission as part of an assignment or at the request of staff, students may not use the computers in any way.*

Drug and Alcohol Policy

Rudolf Steiner School of Ann Arbor is committed to providing a safe and healthy learning and social environment for all our students. Many families and students choose Rudolf Steiner High School for this reason.

The use of drugs and alcohol seriously impacts a student's judgment, ability to participate in classes and activities, physical health, and ongoing brain development, not to mention the illegal nature of these substances for students of high school age. Drug use also negatively impacts the class social environment, splitting it into users and non-users, which limits and warps healthy interactions among students, and, in the event of consequences, among families and faculty as well.

In the admission paperwork and interview, students have agreed to refrain from the use of drugs and alcohol throughout their high school years and their families have supported this agreement. Families are reminded of this agreement throughout the years at the fall back-to-school meeting and through the School Handbook. As outlined in this School Handbook, students are not to attend school or any school event under the influence of drugs or alcohol, or with any drugs or alcohol or vaping devices in their possession. This expectation is also communicated by the faculty in health classes in the ninth and tenth grade years, in back-to-school orientations each fall, and the coaches reiterate this to their sports teams each season.

If a student attends school or a school event under the influence of drugs or alcohol, or in possession of either or a vaping device:

1. Faculty will meet with the students involved to ascertain the facts of the situation.
2. If the use or possession of drugs, alcohol or a vaping device is confirmed we will meet with student and family and use the [Template for Response to a School Drug or Alcohol Incident](#) for our behavioral probation response.

It is important to note two things. First, each event of alcohol or drug use will have its own characteristics (type of drug or alcohol, event attended, whether the event was disrupted, etc.) so each behavioral probation response will be individual, taking into account the specific student involved and the student body as a whole. Second, the High School faculty is committed to a behavioral probation process that allows students to rebuild the trust that has been broken through the inappropriate behavior by taking up the responsibility for the incident. This template has been developed with an intention of structuring that healing of relationships.

Conflict Resolution

If a student is having difficulty with another student or a faculty/staff member, the student may pursue several options. Students and/or family members are encouraged to first speak with the student or faculty/staff member directly. Students are also always welcome to speak to any faculty or staff member privately. Curriculum or pedagogical issues may be taken further with the High School Faculty Chair who will actively work with students to address the problem. Other issues may be taken to one of the High School Coordinators who will actively work with students to address the problem. Asking for help to resolve conflicts is always appropriate. Using abusive language or violence to deal with conflicts is never appropriate.

Probation

If Conduct Falls Short

It is our assumption that, in choosing to attend Rudolf Steiner High School, students have expressed a commitment to our common ideals as a learning community. If an individual student's conduct falls short of this commitment, there are a number of corrective steps that will be put in place. In the first instance, the teachers will speak with the student about the behavior and help to remind the student of this commitment. If the situation warrants it, the family will be notified and may be asked to participate in a meeting. Repeated problems may necessitate a review by the High School faculty for appropriate action, which might involve placing a student on probation. The purpose of probation is to alert a student and their family to serious concerns about either academic performance or behavior. It defines a time during which improvement will be sought.

Families will be notified in writing of the specific terms and conditions of the probation. In the unlikely event that a situation warrants immediate removal from school, a student may be sent home (suspended) after the family has been

notified. In case of suspension, there will be conditions for re-admittance to the school. A written record of the suspension and the reasons for it will be sent to the family and included in the individual student's record. In case of a serious or repeated breach of discipline or decorum, or failure to abide by our basic guidelines, dismissal from the school may become necessary.

Pink Slips

The High School uses a "pink slip" system for minor behavioral issues within the school day and at school activities. Students who break the High School expectations are sent to the front office and asked to complete a "pink slip". The form asks them to reflect on what they did that broke expectations, why it was not appropriate, and what they can do to make it right again. The student then takes the completed form to one of the High School Coordinators or a faculty member (not the one who sent them to the office) to talk through the behavior and to decide upon appropriate next steps.

In most cases the "pink slip" is sufficient to help the student correct the behavior. The High School Coordinator decides whether to share the pink slip with parents depending on the severity of the behavior, whether it is a repeated or ongoing problem, and the way in which the student responded to the correction.

Probationary Guidelines

Probationary status means that a student's academic and/or behavioral performance is being monitored more closely than usual due to concerns that have arisen regarding the student's ability or willingness to maintain the standards expected by the school. It is meant to be a serious step taken after other methods have been tried. The goal is always to help the student to recognize and find ways to be successful at our school. When we accept a student, we believe that the student has the ability and potential to succeed. Probation is a means to help the student bring into focus the challenges they face and gives an opportunity to make choices about their future.

Two Types of Probation

Academic - A student will be placed on academic probation when the Core High School faculty/staff determine that a student is not making sufficient academic progress. This is determined by two methods:

1. A student will automatically be placed on academic probation when the student has failed to earn credit for one course in a school year for academic reasons.
2. A student will automatically be placed on academic probation when the student has received minimal passing in two or more courses in a school year for academic reasons.

Artistic courses, such as Instrumental or Choral Music and Visual Arts, and Movement courses will also be used as determining factors in placing a student on academic probation. In most circumstances the family will be notified that a student is at risk of not receiving credit in a class before the end of that course. The exception might be a main lesson in which, due to the depth of the work done in a short period of time, a student's performance may not be known until the end of the course. Once a student has been on Academic Probation in a school year, a single minimal passing will trigger a continuation of Academic Probation.

Behavioral - A student may be placed on behavioral probation at any time if a situation is deemed serious enough to warrant it. This may be done by consultation of the full-time faculty/staff. More likely, if a behavioral problem is identified, a meeting with the student and/or family will be held to identify concerns, strategies for improvement and goals. Receiving 3 pink slips could be grounds for meeting with parents. The hope of this intervention is that the situation can be resolved without the student being placed on probationary status. If the behavior(s) were to continue, the student would be placed on probation. Excessive absence, tardiness, or leaving early (averaging 20% in a four-week period, not due to extended illness) may be cause for behavioral probation.

Probationary Process

A student and the student's family will be notified in writing if the student is being placed on probation. This statement will include the reasons for probation and the expected standards to be met. A faculty member will be assigned as a mentor to the student to assist the student in understanding the reasons for probation and developing strategies for improvement. After eight weeks, a student's progress will be reviewed by the faculty and the probation either continued, revised, or discontinued. The probation may be reviewed at any time if a new circumstance arises.

A student who continues on probation after the initial eight-week period risks being asked to leave the school or not having their contract renewed for the next school year. Not earning credit, or receiving minimal credit, for another class after being placed on academic probation may be grounds for dismissal, depending on all circumstances and the good will of the student in improving. While we must always respect that young people are searching for their own paths in life, the loss of any student is a loss for the school. We must strive to find the balance between the needs of one student and the needs of many. Our hope and goal is that this process need only be used occasionally and that its use will result in a student finding their direction while maintaining the integrity of the school.

Template for Response to a School Drug or Alcohol Incident

Suspension: The student will automatically receive a minimum of a three-day suspension--three full days of classes. This can be extended if circumstances warrant a longer absence, but the goal is to give the faculty and family time to have the necessary meetings and respond appropriately, while having students return to school to continue academic progress as soon as reasonable. All tests and projects due during suspension are scored as "zeros". Homework can be made up at the teacher's discretion, but the student should not expect the teacher to make special efforts on their behalf. Any missed credits resulting from days of suspension (for instance if a final block test is missed) will be listed as "No-credit" on the transcript.

Behavior Probation: In a meeting within two school days of the start of the suspension or as soon as feasible, the full circle of full-time High School faculty members will draft a behavioral probation plan that will then be reviewed with the family of the affected student at least one school day before the end of the suspension period. It is important to the faculty that the family be in support of a probation plan before it is shared with the student.

The final behavioral probation plan will be presented to the student at the end of the suspension period before they return to school. It must be agreed to and signed by both the family and the student before the student reenters the classroom.

Length of Probation: The behavioral probation period will be ten weeks, not including breaks from school. If the incident happens fewer than ten weeks before the beginning of the summer vacation, then behavioral probation will extend into the fall term.

Academic Progress: The student is expected to be academically successful in all classes during the behavioral probation period. A meeting with the family will be held if a student receives a no-credit during the behavioral probation period.

General Behavior: If a student receives any pink-slips during behavioral probation a meeting with the family will be called. If a student's behavior continues to result in pink-slips, the faculty may extend the behavioral probation period, resulting in the student's inability to participate in sports and trips and, if behavior does not improve, could lead to the student's dismissal from the school.

Sports: The student may not practice with any school team for a minimum of two weeks from the start of suspension. The student may then practice with a team but is benched for a minimum of two games/competitions to a maximum of the full season of games/competition, as decided by the faculty in the initial creation of the behavioral probation contract.

International Exchange: The student is ineligible for international exchange for the balance of the full school year. If a student is currently hosting an exchange visitor, then the student is allowed to finish hosting but is not allowed to then participate in their own exchange.

Class Trips: The student is automatically ineligible for any class trips that take place during the behavioral probation period.

Ninth and Tenth: The student may participate in the end-of-year class trip (provided behavioral probation period is over) unless the full-time faculty decides that there is a specific reason that the student should not attend.

Twelfth: Maine trip: A student will not be eligible for the Maine trip, which typically takes place the second week of school in September, if the incident has happened at the end of junior year or the beginning of senior year resulting in the behavioral probation period not being complete. Italy trip: The circle of full-time High School faculty will make a decision on a student's eligibility for Italy at the end of the behavioral probation period, they could decide to approve the trip, not approve the trip, or, if the decision is being made months before the trip, to wait until a later date to finalize a decision.

School-Wide Optional Over-Night Trips: The student is automatically ineligible for any optional school wide over-night trips (Model UN, Hiking Club etc.) that take place during the behavioral probation period. The faculty will make a decision on eligibility for these trips occurring after the behavioral probation period at the end of the behavioral probation period. If the incident happens within the preparation period for the Model UN or Hiking Club trips, the student may petition the faculty to be included in the preparation events, but a decision about going on the trip will be made on an individual basis at the end of the behavioral probation period.

School Clubs: The participation of the student in school clubs will be evaluated on an individual basis during the formation of the probation contract.

Attendance at school athletic and social events: The student cannot attend school athletic or social events for four weeks of regularly scheduled school from the suspension date.

Community Service Requirement: The student is to complete 20 hours of community service approved by an appointed faculty member during the behavioral probation period.

Continued Problematic Behavior: If a student violates their agreement with the school to not use drugs and alcohol at school or a school event a second time, the student will be dismissed from Rudolf Steiner High School.

See the *All-School Policies and Procedures* section for important information on probation, suspension and dismissal.

Emergency Plans

Fire

Fire exit maps and where to go in the case of a fire are posted in all classrooms and other strategic locations in the building. Teachers know the exit plan from their room and teach their students what it is. There are primary and secondary exits listed for fire drills. There is a fire alarm in the building which will sound in a drill or in a real fire situation.

- Teacher shuts windows, takes the attendance sheet and closes the door after the class has exited the room silently
- Students and teacher exit the building by their assigned route and gather along the campus exit road
- Students stay with their class, looking for the large 9, 10, 11 or 12 signs to gather behind
- Office staff and teachers take attendance in each grade
- Teachers spread out among the four grades to ensure that calm and quiet is maintained
- Everyone remains outside of the building until the all-clear is given by a HS Coordinator or the Faculty Chair

Tornado

- In the event of a tornado watch, administrative staff members will monitor radio and websites for tornado warnings

- If a warning is issued, an administrative staff member will go through the school ringing the hand bell
- The teacher will take the attendance sheet and close the windows and blinds as students line up to exit the room
- Students and teachers exit silently and go quickly and directly to the basement under the Commons or the locker rooms
- Teachers will take attendance and report missing students immediately to an administrative staff member
- Students will assume the protective position facing interior walls and covering their heads with arms and wait in silence until the all-clear is given by a HS Coordinator or the Faculty Chair

Shelter-in-Place

The administration will announce the Shelter-in-Place with the megaphone throughout the school.

Faculty Protocol

- Lock classroom doors, close windows, draw blinds
- Take attendance and account for all students – be ready to report attendance to administrative staff member who will come to the door
- Remain with students until an administrative staff member comes to the door to update you on the reason for the Shelter-in-Place and the next steps you should take
- During a Shelter-in-Place it is ok to open the door to respond to staff members as there is no immediate threat in the building
- During a Shelter-in-Place it is advised to continue with the work of the class once the room is secure and all students have been accounted for
- Students should be kept in the room until faculty are informed that it is ok for them to move around the building again
- Administrative staff will ensure that there are opportunities for students to attend to personal needs, such as trips to the bathroom, in a controlled and calm way

Student Protocol when a Shelter-in-Place happens at a passing time, break or lunch

- Upon hearing the megaphone announcement, immediately go to the classroom where Main Lesson was held that day
- Follow all faculty and administrative staff directions and instructions

Students should not use a phone during the Shelter-in-Place.

Direct Threat to Campus Security and Safety

In the unlikely event that the High School is threatened by a perpetrator with intent to hurt students, faculty or staff, the High School faculty and staff are trained in the ALICE response method. This is a system now being used by many school districts (including Ann Arbor Public Schools) that gives individual teachers the latitude to assess a situation and take the action they deem the most likely to protect the students in their care. These responses could include a traditional lockdown (doors, locked, window blinds drawn, students hiding in the corners of the room); an enhanced lockdown where furniture is used to barricade doorways; or escape, through windows or out available doors. Each year the faculty and staff of the High School will receive training in ALICE at the August back-to-school meetings, and the approach will be shared with students during the first month of school. Students will be taught to follow faculty instructions but will never be asked to take any direct action against an intruder. Our goal is to help students escape a dangerous situation. During the student instruction they will be informed of the school reunification point for the school year (the place to go if they leave the building to escape a dangerous situation).

Academic Guidelines

Course Expectations

The requirements to receive credit for any given course will be outlined by the teacher of that course. These requirements will consist of some combination of the following:

- Mastery of subject material
- Completion of assigned work on time
- Participation in classes
- Proper citation of work that is not one's own

Partial credit may also be awarded in situations that may not warrant full credit, such as:

- Illness for a portion of the class
- Passing the lab portion of a class but not the main lesson portion
- Approved extended absence for a portion of the class
- On exchange for a portion of the class

Half credit will only be given if a student has completed at least 50% of the class and will be used only when a student has worked, participated, and completed between half and all of the work in a class, but is not able to gain full credit because too much work was missed.

If a teacher finds that a student is not meeting some or all of these requirements, the following steps will be taken to help the student to succeed:

- The teacher will work with the student to try to remedy the problems. This may include a study hall at lunch or after school.
- If necessary, the teacher will inform the student's family, usually by sending a progress report home, and enlist their help in supporting the student. We may ask families to provide tutoring or counseling.
- If necessary, a meeting will be convened with the student, the student's family, and the High School faculty to try to find ways to support the student.

If a teacher concludes that a student did not meet the requirements of the course, despite the efforts to help, the teacher has available the option of not giving credit for the course. This becomes part of the student's permanent record and may require repetition of the course outside of the regular school schedule. A student may receive a mentor and be put on academic probation (See [Probationary Guidelines](#)). It may jeopardize a student's qualification for a high school diploma, and it may jeopardize the student's place in the school.

Main Lesson Books

The Main Lesson book is one of the key elements of the curriculum. It is assumed that every student will make their best effort to present well written material in an artistically pleasing presentation under the guidance of the teacher. Considerable freedom is generally given to express oneself within this context, but the following guidelines are mandatory unless otherwise specified by the teacher:

- Text written in cursive
- Same color ink throughout the book
- Margins on every page
- Spelling mistakes corrected

- Title page
- Use of flowing ink pens

HS Policy on Cheating

Rudolf Steiner High School urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has performed. Cheating is dishonest. It harms you and it harms the other students who do not cheat. We, therefore, will not condone nor will we tolerate any student submitting work that is not produced solely by the student's own initiative.

The following behaviors may be considered as possible acts of cheating: plagiarism, talking during an exam, copying another's test/assignment, allowing others to copy work, roving eyes, open books or notebooks during an exam, crib sheets/cheat sheets, passing notes during an exam, copying electronic files and printing another student's work, having someone else do assignments for a student (homework, project, book report), stealing exams, selling exams, altering a grade (in grade book, on a computer, on a report card), taking an exam for someone else, using bribery/blackmail/threats/intimidation in pursuit of a better grade.

Note that we consider any student who provides their own work to another student to be cheating – this includes the sharing of completed work (assignments or main lesson book pages), positioning tests so that another student can have easy access, or in any other way doing the work for another student.

One area that is especially important to consider at RSSAA is how to make up work fairly when you have missed class. In the High School it is never appropriate to take another student's main lesson book page, or other homework, and copy it. Instead, students should always start to make up work with a conversation with the teacher in the missed class. Teachers will guide students on the best way to address the missing work, including possibly working with the teacher at lunch, reading support materials, or being asked to use another student's notes from the class presentation.

It is important that during the high school years students learn to actively avoid cheating and the faculty and staff of Rudolf Steiner High School will work with students to support them completing their own work in ethical and responsible ways. If a student is suspected of cheating, we will use the following process:

The class teacher and HS Student Support Coordinator will meet and decide on which of the following responses is most appropriate.

- A conversation between the class teacher and student
- A conversation between the class teacher, HS Student Support Coordinator and student
- A conversation between the class teacher, a second High School teacher (likely High School Faculty Chair) and the student
- A conversation between the class teacher, HS Student Support Coordinator, student, and student's family.

If the conversation substantiates the cheating, then the class teacher, High School Faculty Chair and High School Student Support Coordinator will take the following steps:

- If a first offense, the student may receive a "0" on the test or assignment and the student will be asked to inform their parents of the act of cheating – faculty will follow up with a conversation with the family.
- If a second offense, the student will receive a "0" on the test or assignment, may receive no credit in the class, a follow-up conversation with the family will be held, and the student will likely be placed on probation.
- Any further cheating will be handled through a plan made as part of the probation agreement – this could include reporting of the behavior on college applications.

Absence from Lessons

It is expected that students will make every effort to attend school regularly. This is particularly important in Main Lesson, where the teacher delivers new content orally every day. When a class is missed, it is the student's responsibility to make up for the absence with the guidance of the teacher. See section on *Timeliness and Attendance* for more information on this topic.

Evaluations

Rudolf Steiner High School does not issue grades to students. Rather, students receive written evaluations for each class. Progress will be evaluated on a regular basis as follows:

Main Lesson Blocks Arts/Crafts Blocks Subject Classes	At the end of each block or class
Year-Long Track Classes Math, Foreign Language, Music	At the end of each quarter (approximately 9 weeks)
Year-Long Subject Classes Movement, Chorus	At the end of each semester (approximately 18 weeks)

Each report will be a comprehensive summary of the student's individual relationship to the subject and should include feedback about written work, performance in class and overall grasp of the subject. It should include both strengths and areas that need improvement. It can include test results. Overall performance will not be reduced to a single grade because of the limited value and meaning of such a grade.

The transcript comment section from these reports is used to populate each student's transcript, which will be an integral part of senior year college applications.

If students are not meeting some or all of the course requirements, several steps can be taken to help the student succeed. The teacher will work with the student directly to remedy the problem. If necessary, the teacher will inform the family and enlist their help in supporting the student. The teacher may convene a meeting with the student, family, and the HS faculty to find additional ways to support the student. Special accommodation plans will be developed for students as necessary.

Changes in a Student's Program

With the exception of designated electives, students are expected to take all courses listed in the School Profile. A student may petition in writing to alter the course of study a minimum of three weeks prior to the requested change. The faculty is the sole arbiter of such proposals and its decision is final in all cases.

Transcripts

At the end of each school year, each student will receive a transcript which lists the courses taken, the credit earned and an evaluative comment for each class. At the end of four years a student will have four pages of transcripts. These take the place of traditional transcripts with grades that most schools issue. Transcripts are what is sent to colleges and universities with applications. Because we are a non-traditional and ungraded school, these transcripts are very important in providing a picture of the quality of a student's academic work.

Graduation Requirements

Because all students at Rudolf Steiner High School have chosen to attend this school, it is assumed that each student wants to be successful and will do his or her very best to be so. The expectation is that a student will pass all of the courses that the student takes. These requirements are as follows:

English	4 credits
Science	3 credits
Mathematics	4 credits
History/Social Science	2 credits
Foreign Language	2 credits
Music/Art	2 credits
Movement and Health	1 credit
Computer Science	0.5 credit
Civics and Government	0.5 credit
Economics	0.5 credit
Other	5.5 credits
Total	25 credits

Students who join the school after Grade 9 and students who have not been successful in all their classes must meet minimum distribution requirements in order to receive a high school diploma.

Standardized Tests

The PSAT, SAT and ACT tests are important components of the college application process. Students will take the PSAT in Grades 10 and 11. We provide an SAT/ACT preparation course in the subject lesson curriculum in Grade 11 and provide materials and assistance to students in registering for SAT and ACT tests in the Grades 11 and 12.

AP Testing

In their eleventh and twelfth grade years, some High School students choose to take Advanced Placement and other tests (such as language placement tests) to show colleges proficiency in a particular area. In general, these tests are less important or persuasive to college and university admission teams than an excellent transcript. Therefore, we encourage students to seriously consider the balance of preparing for an additional test and the regular daily school homework load before signing up for such a test. We also encourage consultation with the HS Student Support Coordinator before signing up to ensure that there is a strong preparation plan in place.

If a student chooses to take AP or other proficiency tests, we ask that the student:

- Inform a HS Coordinator in writing by October 1 of the tests the student is registered for
- Inform all teachers whose classes will be missed at least one week in advance of the test day
- Limit time off school to the half-day on the day of the test
- Take responsibility for making up the missed class time

International Students

For international students, a major challenge of the first six months in the school is English fluency. Classroom note taking, essay writing and test taking are all made harder by the effort and concentration needed to handle the English involved in these educational tasks. The High School considers international students to be an asset in our classrooms,

bringing different life experiences and responses to classroom work to the High School community. Therefore, to support these students in being successful in their first semester of work at the High School we use an alternative evaluation system. International students are assessed by:

- A. Regular Assessment – international students who enter the High School with a high level of English competency and who can clearly manage the English language workload will be evaluated with all native speaking students.
- B. Language Learning Period - international students who are working to develop their skills will be allowed a one semester language learning period. International students in the first quarter of this one semester period will be evaluated on the following expectations:
 - Regular attendance in all classes
 - Regular participation and effort made to participate in class activities
 - Submission of main lesson pages, although often short and supported by faculty
 - Attempt to take any quizzes or tests, although they might not be successful
 - Active participation in ELL classes with effort made there to support class success

Students who meet the expectations above will receive “Credit – English Language Learning Period” as their transcript comments for all classes in this first quarter.

International students in the second quarter of this one semester period will be evaluated on the following expectations

- Regular attendance in all classes
- Regular participation in class discussions and activities
- Completion of main lesson books with appropriate pages included
- Completion of quizzes and tests
- Active participation in ELL classes

Students who meet the expectations above will receive “Credit - English Language Learning Period” as the transcript comment for all classes in this second quarter of adjustment that they have not been able to meet the regular assessment requirements for.

The goal for all international students is that they progress over the one semester period to a level of English fluency and competency that will enable them to be successful in receiving credit in the High School based on the regular evaluation criteria. Students who cannot meet regular evaluation criteria during their second semester at the High School will be held to the standard academic probation process and may be asked to leave the school.

College Counseling

Comprehensive college counseling services are offered to all students in Grades 11 and 12. However, students may begin exploring post-high-school options at any time by requesting an appointment or visiting the college resources library in the Frame House. There are college process information books, college catalogs, web page listings and other useful resources available. There are also resources for summer and other post-high-school programs. Students are encouraged to go to the Frame House to check in and/or ask questions of the College Counselor. Beginning in Grade 10, packets of information are periodically sent to all students and their family providing information and marking important milestones as students move through the high school years and make decisions about their futures. October through May, there are monthly information evenings for families about the college application process.

Extracurricular Activities

Participation

We encourage everyone to participate in after-school activities either at the school or in the community but expect them to remain current with class work. In support of these activities, the faculty and staff are prepared to be flexible about requirements and timetables, but students need to communicate their situation in advance to the appropriate faculty/staff members. After-school activities cannot replace school responsibilities.

Sports

We are committed to assisting students in their athletic interests and will develop our sports program as interest and enrollment allows. There will be a fee charged for sports participation to offset costs to the school.

Rudolf Steiner High School is a member of the Michigan High School Athletic Association. All athletic activities will abide by the MHSAA regulations as described in their handbook (available online or in the Athletic Director's office) and our own Athletic Code of Conduct. All students participating in school-sponsored athletics will receive a copy of our Athletics Handbook and are expected to abide by its rules.

Rudolf Steiner High School is also a member of the NCAA and certifies athletes' eligibility for college competition and scholarships. If a student is interested in college athletics, the student should let the HS Student Support Coordinator know by the end of Grade 10 so that the process can be completed appropriately.

All athletes must have a current physical examination form on file (dated on or after April 15 of the previous school year). Students who are on probation for academic or behavioral reasons may not be eligible to participate on a school athletic team for the duration of their probationary period.

Clubs

In addition to athletic activities, the school strives to facilitate other interests and activities. Depending on interest and availability of adult sponsors, we will host a variety of clubs. These may include drama, yearbook, hiking, community service, gardening, Model United Nations, etc. Students are encouraged to be active in organizing other students around common interests, and in recruiting adult sponsors.

Community Service

As members of our school community, the Ann Arbor community, and the world community, it is important that each of us finds ways to contribute to the well-being of our communities without thought of personal gain. Students are encouraged to thoughtfully find areas of community need and to dedicate some portion of daily time and energy to making a difference. There are also opportunities for club community service work. Community service should be organized in cooperation with the school office.

High School Campus Practical Matters

Entrance Security

On school mornings, students may enter the school through the gym doors or the main entrance. After the start of the school day, late students and visitors must ring the main entrance doorbell for entry and then proceed to the front office.

School Hours

The school day begins each morning at 8 am and students should be in class, ready to begin work, by this time. If a student will be late or absent, a parent/guardian must call the front office.

Monday through Thursday the school day ends at 3:10 pm. On Friday, school ends at 2:40 pm. Students are asked to leave the campus within 20 minutes of the end of school unless they are participating in after-school activities.

The school building will be open and supervised daily from the end of school until 5:30 pm. Students are welcome to stay during that time to work on homework, read or study quietly, practice instruments, or attend school extracurricular clubs or events. They are expected to be generally quiet and focused on their activities; this after-school time is not for socializing or outdoor/active play. If individual students cannot meet the expectations for this time, they will be asked to leave the school building by 3:30 pm.

Breaks and Passing Periods

There is a *morning break* prior to the Main Lesson; this time may be used by students to speak with teachers, socialize or have a snack.

There is a five-minute *passing period* between classes that allows students ample time to go to their next classroom; it is NOT intended as a social period.

During *lunch*, students may not drive to off-campus locations, order food for delivery or walk off campus during school hours without faculty/staff.

Lunch at School

HS students can bring a lunch or order lunch through the HS front office. Different food choices are offered each day on a rotating once-a-week schedule, and students should place their orders in the front office. Food must be paid for at the time of ordering. Order forms are emailed to families every four weeks throughout the year or can be picked up in the front office at any time. Day-of lunch order forms must be turned in to the front office by 10 am. Students may not drive to off-campus locations at lunchtime, order food for delivery or walk off campus during school hours without faculty/staff.

Leaving School During the School Day

HS students need a telephone call to the office from a parent if they are leaving school before dismissal time. HS students are expected to come into the office to check out before leaving campus.

Picking Up Students in the Afternoon

Students should be picked up in front of the HS campus on most days. Occasionally students may end their day at an off-campus location. If this is to happen, families will receive a permission slip and be fully informed of where and when students will be dismissed.

Bus Transportation

Ann Arbor city buses make stops near both school campuses. For specific information, visit www.theride.org or call 734-996-0400.

Medication

Students are responsible for any prescription medication that they may need during the day. If a student needs to take over-the-counter medication during the school day and requests it from the office, the student must have a note on file indicating that we have the family's permission. Students may also bring any medication in to the office, where it will be labeled with the student's name and stored safely for their individual use.

Visitors/Guests

Rudolf Steiner High School is a closed campus. If a student wishes to bring a guest to school during school hours, the student must obtain and return an approved *Visitor Request* form to the front office at least 24 hours before the visit takes place. Visitors, such as alumni or other guests who are not currently of high school age, are welcome to stop by during breaks and lunch if they sign in at the front office. All guests must sign in at the front office.

If an unapproved guest comes on campus during school hours, they will be asked to leave.

Driving Guidelines

Students who drive to and from school are expected to be safe and courteous drivers at all times. Students may park in the student section of the school parking lot provided the student is a licensed and insured driver and there is a *Student Driver Permission* form on file in the office signed by the student's family. If a student is scheduled to end the day off campus, the student may drive (without passengers) to the event. The following guidelines apply to all student drivers. Student drivers are expected to:

- Obey the speed limit of 15 mph on campus driveways and parking lots
- Not leave the school campus during the school day without permission from the office and from the family
- Not transport any other students during the school day
- Not sit in cars during school hours
- Drive directly to an assigned field trip destination and be on time
- Park only in the designated student area which is the far lot toward the back of the building
- Park in the neighborhood across Pontiac Trail if the parking lot is full
- Be courteous and safe drivers at all times

The school reserves the right to:

- Revoke a student's driving privileges
- Limit the number of student drivers to field trips due to parking limitations

This policy is strictly enforced, as the safety of our students must be a top priority.

Student Drivers and the Sports Program

In order to drive to any games, students and families must complete the Safe Driving Guidelines Form.

- Students may not drive to games more than 18 miles from the High School
- Students may drive themselves and siblings to games within 18 miles of the High School
- Practices: as practices do not take place within the school day, families are asked to take responsibility for and arrange transportation for their students to and from sports practices

Any parent or guardian transporting students other than their own to or from games must have the following information on file at the High School: Valid driver's license, proof of current insurance on vehicle being used to transport students, and a background check done indicating that the parent/guardian has no more than 6 points on their driving record in the previous 5 years and that they have no penalizing restrictions.

Illness

Students should not come to school if they are too sick to attend classes or if they have displayed severe or contagious symptoms in the past 24 hours. We do not have a sick room, so if a student becomes sick during the day the student's family will be notified and asked to pick the student up.

Please refer to the [All-School Health, Illness and Medication](#) section for information on medications and immunizations.

School ID Cards

All students will receive a permanent photo Student ID in the first month of their first year with the school. The expiration date will be September of the graduating year. Replacement IDs are available if they are lost with a cost of \$15 for each replacement ID.

Class Supplies

Students should bring the following supplies to be prepared for classes:

- Flowing ink pen – for main lesson work
- Pencils – hard (2H) for geometrical drawings, soft for general use
- Colored pencils – minimum of 12
- Erasers
- Ruler – 12 inch/metric
- Compass
- Protractor
- Lined paper
- Notebook
- Calculator

Library Resources

The Meagan Margerum-Leys Memorial Library (in the Stone House)

A wondrous collection of books and archives is shelved at the Stone House Library for student and faculty/staff use, along with a space for small group meetings or individual study. This library was dedicated on March 16, 2005, in memory of Steiner student Meagan Margerum-Leys on the date of her golden birthday (<http://www.meaganscorner.org>).

Classroom Collections

Collections of book and media resources used by various HS classes include these subject areas: Art, English Literature, History (American and World), Math, Music, Sciences (Physical and Life), and World Languages (German, Spanish).

Computer Lab

Multiple desktop computers with high-speed internet access and a printing station are available in the Computer Lab for the Computer Science program classes as well as individual and group research activities.

College Prep Resources (on the HS Student Support Coordinator's Shelf)

Students and families can borrow from a collection of college planning resources including books on standardized test prep (SAT, ACT, AP, etc.), college choice, financial aid, and the admissions process.

Book Nook (in the HS Commons)

An eclectic collection of literature and popular fiction is shelved in a cozy corner of the Commons and is available for student browsing and self-checkout. Cards and board games are also stored here for play during lunch and free time before or after school.

Animals

There are no pets or animals allowed on campus. Exceptions may be made for service animals required due to a disability and that have been trained to perform specific work or tasks. If such an exception is needed, please contact the HS Student Support Coordinator.

Photography and Video Camera Use

To ensure that all students are allowed to experience plays and assemblies without distraction, the faculty asks that any recordings or photographs of festivals, plays, etc., be done in cooperation with the teacher in charge of the event. A prior conversation will facilitate clarity regarding this. The faculty member will work with families to find an appropriate time for them to take pictures of meaningful events.

Any parental photographing of students during school hours should be done unobtrusively so as not to distract students or faculty. Please request permission from families before sharing or posting photos of other students.

All-School Policies and Procedures

Withdrawal

If problems are such that resolution is not possible and the family's decision is to withdraw the student from the school, a family who has purchased Tuition Refund Insurance can receive a benefit under the terms of the insurance policy. The benefit is paid to the school on the family's behalf and is a percentage of the tuition and fees owed based on the remaining portion of the school year at the time of the withdrawal. The family is responsible for any remaining balance.

Withdrawal for any reason does not reduce or cancel the obligation for the full year's tuition and fees.

Probation

Probationary status means that a student's academic and/or behavioral performance is being monitored more closely than usual due to concerns that have arisen regarding the student's ability or willingness to maintain the standards expected by the school. It is meant to be a serious step taken after other methods have not worked. The goal is always to help the student to recognize and find ways to be successful at our school. When RSSAA accepts a student, we believe that the student has the ability and potential to succeed. Probation is a means to help students bring into focus the challenges they face and gives them an opportunity to make choices about their future.

Please see the [Grades 1-8 Student Conduct](#) section or the [High School Student Conduct](#) section for probation information specific to those grades.

Suspension

Students who are a disruption to the learning environment or endanger themselves or others may be suspended. The suspension may last one or more days. Before a student is sent home, the teacher or staff member will consult with a member of the appropriate Carrying Group. A suspended student may not return to class until a meeting between the appropriate faculty and/or staff member and the student's family has occurred. Depending on the age of the student, the student may attend the meeting.

Dismissal

If a student is disruptive or incorrigible to the point where it is unlikely that successful learning can take place or the required academic standards are not being met, the school reserves the right to dismiss a student. This process is managed by the Carrying Group who will gather information, involve the appropriate staff and faculty as needed, and make the final decision. Prior to implementation, the Carrying Group will meet with the Review Team, which is composed of the College Chair and a Coordinator from another part of the school, who will ensure that the school's policies and procedures have been followed.

Tuition and fees are not excused, returned or pro-rated for periods of dismissal or suspension. A family who has purchased Tuition Refund Insurance receives a benefit under the terms of the insurance policy. The benefit is paid to the school on the family's behalf and is a percentage of the tuition and fees owed based on the remaining portion of the school year at the time of the dismissal. The family is responsible for any remaining balance.

Families should be aware that in addition to the situation described above, certain behaviors may result in immediate suspension or dismissal. Examples of such behavior include but are not limited to: bringing weapons or illegal drugs or alcohol to school; theft; arson; destruction of property; threats of violence; extreme physical and/or verbal hostility, such as fighting or abusive swearing; overt and inappropriate sexual behavior on school property.

Please see the [Grades 1-8 Student Conduct](#) section or the [High School Student Conduct](#) section for dismissal information specific to those grades.

Withholding Contracts

The school reserves the right to withhold a contract for the next year if a student has had academic or behavioral problems during the year or if student accounts are not current.

Student Educational Support

The Care Coordinating Group and Student Support Team are dedicated to helping students be successful in our school environment. Every student is unique with special talents and challenges. Sometimes students require assistance to help them with their challenges if they affect progress in our curriculum.

Rudolf Steiner School of Ann Arbor is not set up specifically for functional-needs students but offers a degree of support for students in need.

[Please click here for more information on Student Educational Support](#)

Bullying and Teasing

Rudolf Steiner School of Ann Arbor recognizes that a school that is physically and emotionally safe and secure for all students promotes learning, increases student attendance and engagement, and supports student success. To protect the rights of all students and groups for a safe and secure learning environment, the school prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or at any time or place where a child's imminent safety or over-all wellbeing may be at risk.

"Bullying" and "Harassment" are conduct that meets all the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is repeated;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils; and
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyberbullying/harassment, that is not

initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Rudolf Steiner School of Ann Arbor expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Rudolf Steiner School of Ann Arbor believes that a comprehensive education curriculum, within a coordinated school framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

Rudolf Steiner School of Ann Arbor recognizes that to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

Rudolf Steiner School of Ann Arbor believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members.

Rudolf Steiner School of Ann Arbor believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, RSSAA prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings will be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they will be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

Rudolf Steiner School of Ann Arbor requires faculty and staff to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by the school in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior

- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: A student's academic or athletic status is *not* a legitimate factor for determining consequences.

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the code of student conduct and employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and

performance, and must be consistent with the school's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence of the behavior*, and *protect the victim of the act*. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including but not limited to, a referral to a Child Study Group
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Modifications of schedules

- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, playground)
- General professional development programs for certificated and noncertificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling

The School Administrator, and/or the appropriate level coordinator, are responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the School Administrator or a coordinator. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on an anonymous report.

The School Administrator and/or the level coordinator are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the School Administrator and/or the level coordinator shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

Rudolf Steiner School of Ann Arbor prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

Rudolf Steiner School of Ann Arbor prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with school policies, procedures, and agreements.

Rudolf Steiner School of Ann Arbor requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, or at school-sponsored functions.

The school shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

Communication Process

Faculty and Staff

Perhaps our most important avenue for communication is the willingness of our faculty and staff to talk with students and families about any question or concern. Please do not hesitate to approach any of your student's teachers or any member of the administration with questions. We all consider communication with families an important part of our job. If you are not sure to whom a question should be directed, check with the LS or HS office. We will be happy to direct you to the appropriate individual.

Class Parent Meetings

Parent evenings are scheduled throughout the year in every EC-8 class and are organized by the Class Teachers. This valuable time together is used to share information with families about the curriculum and to discuss any concerns that families might have about life in the classroom for their students or general questions about the school program. Special subject teachers will attend at least one meeting per grade during the year. Families are strongly advised to attend these evenings.

The High School schedules two parent evenings every year. Families divide into class groups for discussion of curriculum, extracurricular and social issues relevant to their students' grade. Class meetings are chaired by HS faculty and staff.

Community Support Process

The purpose of this process is to support members of our community in working through concerns by facilitating communication to enhance shared understanding and strengthen relationships.

You are encouraged to make every attempt to speak directly to the teacher or RSSAA faculty or staff member involved. If speaking to the teacher or staff member does not resolve your concerns, contact any member of your Carrying Group:

Early Childhood Program	Lower School Program	High School Program
EC Coordinator Sara Deon & Angela Gladstone	LS Coordinator Kim Likosky	HS Coordinators Heather Lomason & Alix Gaither
EC Faculty Chair Wendy Abate	LS Faculty Chair Perla Schaeberle	HS Faculty Chair Noah Burns
School Administrator Siân Owen-Cruise	School Administrator Siân Owen-Cruise	School Administrator Siân Owen-Cruise

Once the initial contact has been made, a time will be scheduled to sit down together. You are welcome to invite a friend or family member to join you.

Once the information has been gathered the Carrying Group will:

- Contact the teacher or staff member to get his or her input
- Gather information, make a determination of next steps
- Respond to the person who raised the concern within 7 days

The Carrying Group will provide an accessible, consistent, and responsive process for working with concerns and seeking resolution in a timely manner.

Communication Tools

School Website: SteinerSchool.org

Please explore the website. You will find a wide range of useful information including the school calendar, parent resources, high school resources, important documents, interesting articles to share and more.

ParentSquare

ParentSquare is the primary parent engagement tool for RSSAA. It allows the school to communicate with classes, groups, clubs or individuals. RSSAA uses ParentSquare to post information and events, schedule conferences, request volunteers and accept signed forms and payments. A directory of faculty, staff and current families can be found in ParentSquare. It is also the emergency communication system the school will use to alert families about school closures or emergency situations. All parent(s)/guardians(s) will automatically receive ParentSquare messages to the email address they supplied to the school. Families have the option of creating a login and password (or using single-sign-on with Google or Facebook) and using the ParentSquare website or downloading the iOS or Android app.

Steps to take:

1. If you'd like to use the app, please download ParentSquare for IOS or ParentSquare for Android.
2. If you prefer to use a computer, access ParentSquare from our school's ParentSquare website. Please bookmark the address: <https://www.parentsquare.com/schools/1655>
3. Check your inbox for an email from ParentSquare (check your junk folder if you don't see it) and click the link in the email to activate your account. Or, from the *ParentSquare website* you can use your email or cell number on file with the school to create a login.
4. *Please take the time to watch some short "getting started" videos in the ParentSquare help files.*
5. You may receive multiple ParentSquare posts each day. Take a moment to *select your notification preferences* including email, app or text alerts and immediate or digest receipt.

Online Calendar

You can find our online school and athletic calendars on the school website and in ParentSquare. Our calendars contain all school-sponsored functions and are updated regularly. We recommend you link the online calendars to your personal calendar so you can stay updated on school events.

To subscribe to an individual calendar, from the *school website calendar page*, click "Categories", check the calendar you wish to subscribe to and click the "Subscribe" link at the top of the page and follow the instructions. You can do this for as many calendars as you like and each will appear individually in your personal calendar app.

To have multiple school calendars appear as one calendar in your personal calendar app, from the *school website calendar page* check all the calendars that you would like to subscribe to and click the "Subscribe" link at the top of the calendar page and follow the instructions. The calendar that is created in your personal calendar app will have a long, generic name and you may wish to rename it (please refer to your calendar app instructions for renaming calendars).

Family Portal

Our Family Information Portal is a secure, online resource where you will find our school directory and school contracts. The Portal will also allow you to update your personal contact information and emergency contacts.

New families should receive an email asking you to register for the Portal. If you have not received an email, please contact the front office and let them know. Current families will retain their existing Portal log in used to sign contracts each year. We recommend that you bookmark the Portal login page, but it is also accessible from the top of all pages of the school website.

Social Media

RSSAA maintains multiple social media sites for both marketing and community building. We invite all school families to subscribe to our public social media. If your student is enrolled in our Early Childhood or Summer Camp, you will receive information about how to join the Facebook closed group.

Facebook

All-School Facebook - Public Page - www.facebook.com/SteinerSchoolAnnArbor - Posts fun information and photos about daily activities, links to articles relating to Waldorf education and information about upcoming school events.

Alumni Facebook - Public Page - www.facebook.com/RSSAA.Alumni/ - Posts fun information and photos about alumni and information about upcoming alumni and school events.

Summer Camp Facebook - Closed Group - Invitation Only - Posts fun photos and comments about day-to-day activities at RSSAA's summer camps.

Early Childhood Facebook - Closed Group - Invitation Only - Posts fun photos and comments about day-to-day activities in RSSAA's Early Childhood classes.

Instagram

www.instagram.com/rudolf_steiner_a2/ - Public Site

YouTube

[RSSAA YouTube Channel](#) - Public Site

LinkedIn

[LinkedIn Page](#) – Public Site

Blog

<https://www.steinerschool.org/about-us/blog.cfm>

Social Media Disclaimer

<https://www.steinerschool.org/about-us/social-media-disclaimer.cfm>

Media Release

When families enroll with RSSAA, they are given the option to sign a media release form. Any student who does not have a signed media release form will be excluded from all marketing and social media. If you would like to add a signed a media release form to your student's file, please contact the front office.

Newsletters and Flyers

RSSAA sends periodic printed and electronic newsletters and flyers to current parents, alumni, alumni parents and community members. They will highlight events that may be of interest as well as information and updates. We are always looking for volunteers interested in writing articles or taking photographs. Please contact the school if you would like to help.

Emergency Communication

We use our ParentSquare communication system to contact the entire school community in the case of school closings, snow days, unsafe conditions or emergencies. Both a call and a text are sent to cell numbers provided by families in both the LS and the HS. ParentSquare allows us to effectively communicate with the entire community instantaneously.

School Safety

Drills

As part of our comprehensive safety and preparedness program, we conduct regular emergency drills as required by the state of Michigan, which includes five fire drills (1 fire drill quarterly in Early Childhood), two severe weather drills and three lockdown/shelter-in-place drills (in case of an external threat or chemical disaster) each year. Directions on where and how to exit the classroom for fire drills, and where to place students in the building for severe weather and lockdown drills, are placed near the classroom door.

Weather Closings

When Ann Arbor Public Schools are closed for bad weather, RSSAA will also be closed. If RSSAA is closed due to the weather, both the LS and the HS campuses will be closed. Please see [Appendix A: Unsafe Weather Guidelines](#).

If we must be closed due to inclement weather, the school community will be alerted via our ParentSquare system and the following radio stations will broadcast the school closings: WAAM, 1600 AM and WUOM, 91.7 FM. We also notify the Channel 4 and 7 School Closing Hotline.

On rare occasions, it is possible that only the LS or only the HS would be closed for a building emergency (for example, no heat).

For families who live in outlying areas, we encourage you to drive safely during winter storms. If you choose to leave later due to weather, your student will not be counted as tardy. Please check your student in at the front office when they arrive at school.

Health, Illness and Medication

The school must be notified if your student has a contagious infection or illness. Parents are reminded of the importance of keeping your student home with a serious illness so as not to infect the school community. Your student's name will be kept confidential in such communications.

If your student is ill, please keep your student home. Remember that students who feel "under the weather" at breakfast usually feel worse by mid-morning. If your student was ill the night before, please keep your student home. If your student has a temperature above normal, a red or sore throat, or signs of infection, they do not belong in school. If you have taken your student to the doctor and they have been diagnosed with a communicable illness, please let the office know.

Emergency Information Forms (CIC) must be on file by the first day of school. These forms are the school's link to reaching families and are important for the comfort and safety of your child. If you move, get a new phone number, or change your job, you can update your form through your Family Portal or let the office know right away.

First aid supplies are kept in the front office at both the LS and the HS and in the Early Childhood and Aftercare areas. Each Grades and EC Classroom is also supplied with a First Aid Kit. In case of a medical emergency, families will be notified. Families will be notified in the event of a serious injury or head injury and an Incident Report will be completed by the faculty or staff member who was present. If a communicable illness is reported in a class (strep throat, chicken pox, etc.) we will send a notice to the classroom via ParentSquare. If your student becomes ill while at school, we will phone you to come and get your student.

The office is an uncomfortable place to be when sick and our space is limited. Prompt arrangement for transportation is appreciated. No medication will be given to a student without written instruction and permission from a parent. If your student must take medication, please send the medication and the instructions for its use to the office. EC and Grades students should not keep medication on their person.

Allergic Reactions

In the event of severe allergic reactions, EpiPens are stored on site at both campuses. Our school has also met the requirement to have first responders and key staff and faculty receive EpiPen administration training by a certified, registered nurse.

It is the responsibility of families with anaphylactic children to identify their children to the relevant School Coordinator. Families must also supply written information regarding:

- The foods which trigger an anaphylactic reaction
- A treatment protocol, signed by the child's physician
- Any changes in the child's condition from previous years or since last reported
- Permission to post photographs and medical information in key locations, such as the classroom

All staff members (teaching and non-teaching) will be made aware that a child with anaphylaxis is attending their school, and that child should be identified, either individually or at a staff meeting, before or immediately after the child registers at the school.

The school policy on managing anaphylaxis will be provided to all staff along with specific information about each anaphylactic child in attendance.

Immunizations

RSSAA complies with all State of Michigan, Department of Health and Human Services laws and regulations regarding immunizations, exemptions, waivers, and reporting. More information about current laws and regulations can be found at www.michigan.gov/immunize.

Accident Insurance

The school has a Student Accident Insurance Policy that can provide benefits when there is no other family insurance applicable or when there is a deductible or other out-of-pocket expense related to an injury sustained at school or during a school-sponsored activity. A deductible, which may be satisfied by other valid collectible insurance or plan payments, is applied to each claim. Please note that the insurance company establishes a maximum benefit amount annually.

Contact the Business Office for more information on this insurance.

The State of Michigan sponsors an insurance plan called MICHild. MICHild is for uninsured children of Michigan's working families. MICHild services are provided by many HMOs and other health care plans throughout Michigan. Information can be found online.

Contracts and Financial Matters

Rudolf Steiner School of Ann Arbor does not discriminate in its admission policies on the basis of race, color, religion, sex, sexual orientation, national origin, age, height, weight, marital status, veteran status, disability or gender identity.

Enrollment Contract

By signing an enrollment contract, families accept the obligation to pay tuition for the entire school year. The school depends upon this financial commitment and determines its budget accordingly.

Contracts for the upcoming year are offered to students in good standing. Returning student contracts must be submitted by the specified deadline in order to secure a place in the class and avoid a late enrollment fee. After the deadline, any remaining places will be offered to students on our waiting list and other qualified applicants.

The faculty reserves the right to withhold a contract for the next year if the student has had on-going academic or social problems during the year. The Business Office also reserves the right to withhold a contract if student accounts are not current.

Enrollment Deposit

An enrollment deposit of \$500 (per student) must accompany the signed contract for all new students. This deposit will be refundable, less any outstanding amount due the school, upon completion of the school year for non-returning students. Continuing students will have their enrollment deposit applied to the new school year's requirement.

The enrollment deposit is non-refundable should the student not enroll or should he or she be withdrawn or dismissed prior to the normal completion of the school year.

Tuition Assistance

The faculty and Board of Trustees encourage families to consider Waldorf education apart from financial circumstances. Awards of tuition assistance are based on need and budgeted funds. A link to the Tuition Assistance application is available on the [Tuition](#) page of our school website.

The Child and Dependent Care Tax Credit - Early Childhood, Before and After Care

If you pay for childcare for your children under the age of 13, you may be eligible to receive the Child and Dependent Care Tax Credit which could lower your federal taxes.

How it works:

- Take 20 to 35 percent of qualifying dependent care costs as a credit on your tax return (up to a limit). This credit applies on up to \$3,000 in care-related expenses for one dependent or \$6,000 for two or more.
- The credit is available regardless of your income, but the percentage of allowable expenses (20 to 35 percent) can vary based on what you earn. The more income you earn, the smaller your percentage may be.
- The credit isn't refundable. So, while it may be used to lower your tax bill, the IRS won't issue you any leftover portion as a refund.
- You can find out if you are eligible for the tax credit on the IRS website.

Tuition and Payments

There are two plans available for the payment of tuition:

- Annual Payment Plan: Under this plan, full tuition is paid by July 1 (or upon enrollment if after July 1). Tuition Refund Insurance is **recommended** under this plan.
- Monthly Payment Plan: Under this plan, tuition is paid in up to 10 monthly payments via automatic withdrawal by a tuition management company. The first payment is due in July (or within 30 days of your contract date, whichever is later) and every month thereafter through April of the following year. Enrollment with the tuition management company and Tuition Refund Insurance are **required** under this plan.

If families fall behind in their tuition payments for any reason, it is imperative that they contact the Business Office and meet with the Finance Manager to discuss an alternative plan for meeting their tuition obligation. The school is willing to work with families experiencing financial difficulties, but we cannot help if families fail to communicate. Please be advised that if families do not respond to reminders about their tuition obligation, and if they do not take advantage of opportunities to discuss their financial situation, their student may be asked to remain at home until payment is received or an acceptable plan for making payments has been established.

Tuition Payment Policy

Tuition must be paid to date by December 15 for your student to return after Winter Break, and in full by June 30 in order for your student to return for the next school year.

Tuition Refund Insurance

Tuition Refund Insurance protects your financial commitment against unforeseen withdrawals and dismissals. This plan is optional for those paying tuition on the annual payment plan and required for those paying tuition on the monthly payment plan. As part of the insurance plan, RSSAA will assist you in filing a claim, collect any claim payment to which you are entitled and credit your account, paying any excess to you. The benefit is a percentage based on the remaining portion of the school year at the time of withdrawal. You will still be required to pay RSSAA any balance which remains unpaid after payment by the insurance carrier. All questions and claims should be directed to the Business Office.

Aftercare Fees Payment Policy

Invoices for Aftercare are issued monthly and due upon receipt.

For families who pay tuition via FACTS, Aftercare charges will be added automatically to FACTS unless other arrangements are made with the Business Office.

Governing Structure of our School

In developing the structure and curriculum for Waldorf schools, Rudolf Steiner felt that it was important to have the schools governed by the people who work with the students every day. Thus, the faculty of our school plays an important role in setting policy. The College of Teachers, the Board of Trustees and our Administration team jointly administer our school.

College of Teachers

At Rudolf Steiner School of Ann Arbor, ultimate responsibility for all matters of pedagogy rests with the College of Teachers, a core group of full-time faculty and staff dedicated to the philosophical integrity and the long-term interests of the school. Any issue regarding curriculum, student learning concerns, etc., falls into the initial decision-making realm of the College of Teachers. The full faculty assists the work of the College as well as the faculty committees, which take their mandate from and report to the College.

Board of Trustees

The Board of Trustees is responsible for the legal and financial organization of the school. The Board includes faculty, parents/guardians, and community members. In order to facilitate the work of the Board, committees have been established which implement policy, make policy recommendations and report directly to the Board of Trustees. All Board committees have at least one faculty representative.

Administration

The school's Administration team is responsible for operational matters that support both the daily educational programs and the long-term viability of the school. It is also responsible for implementing the policies established by the Board of Trustees and the College of Teachers. Members of the Administration team report to the School Administrator.

Carrying Groups

The faculty and administration work together in Carrying Groups that are responsible for managing the following PREK-12 processes with support from the College and faculty:

- Employee recruitment, hiring, performance improvement and separation
- Student admissions, suspension, dismissal
- Crisis management, accidents, and safety issues

Early Childhood Program	Lower School Program	High School Program
EC Coordinators	LS Coordinator	HS Coordinators
EC Faculty Chair	LS Faculty Chair	HS Faculty Chair
School Administrator	School Administrator	School Administrator

All decisions in these areas will be made according to the RSSAA Governance Model which details the ways in which faculty and College input and recommendations are sought and managed. In addition, each decision will be reviewed by a Review Team (made up of the College Chair and a member of the Carrying Group from another area of the school) before implementation. The goal of our Carrying Group model is to facilitate responsive, caring, and legally appropriate decision making on these essential issues.

Governance Representatives and Committees

Please visit the school website at www.steinerschool.org for the most current information.

Board of Trustees Officers and Members - board@steinerschool.org

Heather Rindels	President
Jim McCauley	Treasurer
Knut Hill	Secretary
Walker Barnes	Trustee
Lubhit Girdhar	Trustee
Elizabeth Head	Trustee
Adrian Madland	Trustee
Anni Fox Maniglia	Trustee
Cindy Schoen	Trustee
Tim Standke	Trustee
Gary Banks	College Chair
	Faculty Rep

All-School Administrative Staff

Siân Owen-Cruise, School Administrator, sowen-cruise@steinerschool.org
Kriste Brown, Community Engagement Director, kbrown@steinerschool.org
Janine Huber, Admissions Director, jhuber@steinerschool.org
Katrina Klaphake, Development Director, kklaphake@steinerschool.org
Finance Manager, financeoffice@steinerschool.org
Cassie Standke, Communications Director, cstandke@steinerschool.org
Athletic Director
Lisa Zuber, Annual Fund Director, lzuber@steinerschool.org

Early Childhood Administrative Staff

Sara Deon, Early Childhood Administrative Coordinator, sdeon@steinerschool.org
Angela Gladstone, Early Childhood Pedagogical Coordinator, agladstone@steinerschool.org

Lower School Administrative Staff

Kim Likosky, Lower School Coordinator, klikosky@steinerschool.org
Julie Kelley, Lower School Registrar, jkelley@steinerschool.org

High School Administrative Staff

Heather Lomason, High School Pedagogical Coordinator, hlomason@steinerschool.org
Alix Gaither, High School Administrative Coordinator, agaither@steinerschool.org
Barbara Dumbrigue, High School Registrar, bdumbrigue@steinerschool.org
Ted Dumbrigue, High School Building Manager, tdumbrigue@steinerschool.org

Business Office

Finance Manager, financeoffice@steinerschool.org

Early Childhood Carrying Group

Sara Deon, Early Childhood Administrative Coordinator, sdeon@steinerschool.org

Angela Gladstone, Early Childhood Pedagogical Coordinator, agladstone@steinerschool.org

Wendy Abate, Early Childhood Faculty Chair, wabate@steinerschool.org

Siân Owen-Cruise, School Administrator, sowen-cruise@steinerschool.org

Lower School Carrying Group

Kim Likosky, Lower School Coordinator, klikosky@steinerschool.org

Perla Schaeberle, Lower School Faculty Chair, pschaeberle@steinerschool.org

Siân Owen-Cruise, School Administrator, sowen-cruise@steinerschool.org

High School Carrying Group

Heather Lomason, High School Pedagogical Coordinator, hlomason@steinerschool.org

Alix Gaither, High School Administrative Coordinator, agaither@steinerschool.org

Noah Burns, High School Faculty Chair, nburns@steinerschool.org

Siân Owen-Cruise, School Administrator, sowen-cruise@steinerschool.org

Pedagogical Governance Model

Please find the current version of this important document at <https://www.steinerschool.org/governance.cfm>.

School Committees

Faculty Evaluation Team (FET)

The FET provides feedback to faculty members to further their development and help them strive for excellence in their teaching. FET arranges and manages formal evaluations of full-time and part-time faculty members from Early Childhood through Grade 12, and also ensures the evaluation of assistants, after-care personnel, and coaches. FET, in conjunction with the Faculty Development Committee, arranges evaluations by external Master Teachers. The FET also arranges, collects, and reviews the input from the annual Parent Surveys. FET consists of the Faculty Chairs and other long-time, experienced Waldorf teachers. This committee reports to the College of Teachers.

Faculty Development Committee (FDC)

FDC has numerous roles. They facilitate teacher professional development and growth through conferences, trainings, and mentoring. FDC actively encourages teachers across the school to participate in training, conference and workshop opportunities. FDC ensures mentoring for new hires, less experienced teachers, and teachers identified as needing additional support. In addition, they facilitate and encourage peer mentoring (buddies). FDC plays an additional role in the life of the school. FDC manages the FDC budget and Title II budget. FDC keeps an updated list of mentoring resources for teachers. They track teacher professional development and mentoring. They review mentoring relationships to ensure the mentoring process is working in a healthy way.

Curriculum Support Committee (CSC)

The purpose of the Curriculum Support Committee (CSC) is to ensure high quality implementation of the curriculum, PREK-12, at RSSAA. This is not a committee that performs teacher evaluation, but rather one that provides support so

teachers can deliver a quality curriculum experience for students and communicates information about our curriculum to the parent body and wider community. This committee will develop messaging that elucidates how Waldorf education is different and exceptional.

Pedagogical Integration Team (PIT)

The Pedagogical Integration Team (PIT) is a communication point, designed to enhance connection between the College committees, the College Chair and the School Administrator. The PIT reports to the College of Teachers and is responsible for ensuring that the work of all College committees is being attended to, that the Chairs of each committee are well supported by the College Chair and School Administrator, and that issues that need College attention are brought to the College for discussion and decision making. PIT is not a decision making or policy-setting body, its mandate is limited to communication between committees and to identifying where discussions and decisions about items should be held.

Care Coordinating Group

The Care Coordinating Group facilitates an explicit process that provides practical tools adopted from the Three Care Streams Process developed by Kim John Payne.

“The Learning Care Group includes a group of teachers and staff who support the academics and learning needs of students who need something beyond what is already offered in the classroom. They take an active part in initiating and implementing learning/developmental support plans. The Behavioral Care Group supports all teachers and parents in finding pro-social, restorative, and inclusive based ways to help reorient a child in need of guidance. The Social Care Group assists and nurtures an environment of mutual respect, safety and inclusion within our school community. It also advises the Student Social Action Committee comprised of Middle School Students. These volunteer students are provided with training and take an active role in supporting and guiding the younger students with faculty supervision.”

Festivals Committee

The Festivals Committee is responsible for overseeing all the school-wide celebrations. The LS Assembly and Michaelmas are examples of the kind of events for which the committee accepts responsibility. Some celebrations are hosted by one of the grades, such as the Halloween Festival and the Thanksgiving Celebration. For these events, Class Teachers and parent volunteers work closely with the Festivals Committee to organize the celebration.

HUB Group

The HUB Group is an administrative committee formed to facilitate communication amongst the governing bodies of the school. HUB is also charged with the responsibility to make decisions about school operations that do not require group discussion or policy changes and to discuss and direct problems, concerns, and new ideas to the proper committee or governing body. Members of the group include the EC, LS and HS Faculty Chairs, College Chair, EC, LS and HS Coordinators, and the School Administrator. HUB meets weekly, with attendance as needed from the Board President.

Safety Committee

This is an administrative committee that is responsible for the development and implementation of school-wide safety planning and crisis management. Members of the committee on each campus include the section Coordinator, two appointed faculty representatives, and the facilities and operations staff for both the LS and the HS. The School Administrator and Finance Manager oversee and support the LS and HS Safety Committee to ensure the highest level of safety and compliance. Safety protocols for handling both internal and external threats to students, faculty and administrative staff are established.

Diversity, Equity and Inclusion Committee

The Diversity, Equity and Inclusion Committee reports to the College of Teachers and is responsible for forming, promoting and forwarding the diversity of the school population the creation of policies and procedures that consciously work towards equity for all community members and increasing the level of inclusion of all community members.

Finance Committee

The Treasurer of the Board serves as chair of the Finance Committee. This committee oversees the ongoing fiscal management of the institution. The committee, with help from the Finance Manager, prepares the budget according to guidelines established by the Board and presents the budget to the Board by January for approval. The committee oversees the Tuition Assistance process, addresses financial concerns that arise during the year such as faculty requests for un-budgeted expenses, families having issues with payments, maintenance emergencies, etc. The Finance Committee is responsible for reviewing financial policies and recommending changes to the Board. Representatives from the faculty serve on this committee and report regularly to the full faculty. The Finance Committee meets regularly, and schedules extra meetings and work sessions as required at various times to prepare the budget and complete other work.

Building and Grounds Committees

There is a Buildings and Grounds Committee at each campus. The committees concern themselves with developing the master site plans, including the shape and location of buildings, prioritizing aesthetic and structural improvements, landscaping, and long-range development of both our Newport Road campus and our Pontiac Trail campus. The committees seek input and assistance from faculty, staff, parents/guardians and students at both campuses, and from the site Facilities Managers. The committees are chaired by the LS and HS Coordinators.

Development Committee

The Development Committee is responsible for working with the Development staff to support a yearly and long-term fund-raising plan for the current and future needs of the school. The committee reviews and gives input into a development plan to include the annual giving campaign, special events, corporate sponsorships, business partnerships, endowment possibilities, and grants. The committee is also responsible for planning and implementing Capital Campaigns that include working with major donors and alumni to create a culture of philanthropy and secure the school for generations to come. The Committee includes all development staff (Development Director and Annual Fund Director), School Administrator, faculty representative, and four Board members.

Personnel Committee

The Personnel Committee reports to both the Board of Trustees and to the College of Teachers and is responsible for oversight and development of all policies related to the conditions of work at Rudolf Steiner School of Ann Arbor. The Committee is led by the Personnel Committee Chair. The Personnel Committee is mandated to begin recording current employee practices in a Personnel Committee Manual and to bring to the Board and College topics and draft policies for implementation.

Student Educational Support

The Care Coordinating Group and Student Support Team are dedicated to helping students be successful in our school environment. Every student is unique with special talents and challenges. Sometimes students require assistance to help them with their challenges if the challenges affect progress in our curriculum.

Rudolf Steiner School of Ann Arbor is not set up specifically for students with functional needs but offers a degree of support for those students in need.

Lower School

The Student Support Program consists of a Student Support Team and the Care Coordinating Group. The Support Team at the Lower School consists of:

- Two Educational Support teachers who have been Class teachers and offer reading and math support
- Part-time reading tutor Change to Reading Support Tutor
- Handwork teacher who has Extra Lesson Remedial training
- Lower School Coordinator

- Early Childhood Coordinator

All members have studied child development and plan for the specific needs of individual or groups of students as they come to light. The team contemplates possible interventions for students and collaborates to serve the students in our care. We provide support for students in small groups. If a student's needs indicate more help than we can provide, parents are advised to arrange for help privately. This may include referrals to doctors, therapists and/or tutors for continued support.

The Care Coordinating Group is a resource for teachers needing support regarding a student's school performance. The group meets weekly to develop policy and protocol for our Student Support program. In evaluating the program needs of students, the group seeks Class Teacher observations, feedback from special subject teachers, evaluations of our education support specialists, and consultation of outside specialists when needed.

The Student Support Program is overseen by the Care Coordinating Group (CCG). The CCG is responsible for the following:

- Facilitating communications between public school personnel and Steiner School personnel for students with documented disabilities, and yearly Individual Education Plans (IEP) (now called Non-Public Service Plans)
- Writing Accommodation 504 Plans for students in both the Lower School and the High School
- In collaboration with Class Teachers, academic progress is tracked
- Offering small-group remedial reading sessions with a member of the support team to students in Grades 2-8
- Offering small-group remedial math sessions with a member of the support team to students in Grades 4-8
- Help interpret reports, evaluations and determine possible support needs for candidates who are applying to our school

High School

In the High School, the Support Team consists of full-time faculty and the High School Pedagogical Coordinator with input from part-time teachers. Subject support and student planner monitoring is offered before school, during lunch, and after school. The High School Coordinators are aware of confidential student information and share it when appropriate with selected members of the Support Team. Time is dedicated in faculty meetings to student performance and student needs. The High School Coordinators work together to facilitate meetings with parents and develop plans/accommodations for students who need support. The Pedagogical Coordinator attends Non-Public-School Service Plan meetings, and helps students apply for accommodations on National Standardized Tests.

Community Life

Families are an integral part of the life of our school. In fact, it is hard to imagine how the school would function without all of the volunteer help we receive from our families. We offer many opportunities for families to get involved in the life of the school. Families are invited to serve on committees, join study groups or find other areas where they may wish to volunteer their time. We encourage all families to take advantage of the many opportunities to become involved in the life of the school.

Annual Special Events

Throughout the year, there are public events sponsored by the school. The Winter Festival, as well as being a fundraising event, transforms the school into a winter wonderland for people of all ages and helps kindle the holiday spirit.

Religious and Cultural Holidays

Rudolf Steiner School of Ann Arbor is a diverse community reflecting many traditions and perspectives. If each of us is sensitive to both the direct and subtle ways we demonstrate respect and appreciation for these differences, we will each be a positive force in providing a multi-cultural education for our students. We are committed to honoring the rich cultural diversity within our community.

Classification of the significance of a holiday's observance is based on recommendations from representatives of the group who celebrate it. A balance between any formal religious standard and the actual contemporary observance of the holiday has been the intended aim of these recommendations.

No-School Holidays

Our No-School Holidays are days during the academic year when school will be closed if the holiday falls on a school day. These dates are reflected in the school’s Academic Calendar.

Christmas	Lunar New Year	New Year
Diwali	Martin Luther King Jr. Day	Rosh Hashanah (first day)
Eid al-Fitr (first day)	Memorial Day	Thanksgiving

Event-Free Holidays

Additional holiday observances of major significance to a group are indicated on the online All-School Calendar by “Event-Free Day”.

RSSAA will not schedule any of the following during “Event-Free” holidays:

- Start or end a school term
- Major exams
- Reviews for major exams
- Tryouts, for example teams or plays
- One-time or major events (festivals, class photos, dances, etc.)
- Class/Parent meetings

Students will likely be with their families or at a place of worship in observance of these holidays. They might not be in school and/or have time available to do the required homework. Absence to observe these holidays will be excused and the student will have make-up privileges for missed work.

* Holiday begins at sunset so evening activities will not be scheduled			
September 25*-27	Rosh Hashanah	April 7	Good Friday
October 4*-5	Yom Kippur	April 14	Orthodox Holy Friday
January 6	Epiphany/Orthodox Christmas	April 20*	Eid al-Fitr

March 21*-23	Ramadan	June 19	Juneteenth
April 2	Palm Sunday	June 28*-29	Eid al-Adha
April 5*-7	Passover/Pesach first two days		

Additional Celebrations Recognized Within our Community

All Saints' Day	Dios De Muertos	Mabon	Purim
All Soul's Day	Feast of the Nativity	Maundy/Holy Thursday	Samhain
Ascension Day	Holi	Midsummer	Shavuot
Ash Wednesday	Holy Saturday	Orthodox Easter	Shemini Atzeret
Beltane	Imbolc	Orthodox Palm Sunday	Simchat Torah
Chanukah/Hanukkah	Kwanzaa	Ostara	Sukkot
Corpus Christi	Lammas	Pentecost	Yule

If your student will be away from school for any of these celebrations, please let your class teacher know.

Monthly Observances

Another way in which the school is working to ensure that our curriculum, classroom activities, and celebrations include a wide range of diverse and inclusive topics is by connecting to monthly observances that are held in the wider culture of the United States. Each area of the school will be observing these in different ways and working throughout the school year to find the best way to involve the students at each level in these observances and celebrations.

September 15 to October 15 - Hispanic Heritage Month
 October - Disability Awareness Month
 November - Native American/Indigenous Peoples Month
 February - Black History Month
 March - Women's History Month
 April - Arab American Heritage Month
 May - Asian Pacific Heritage Month
 June - Pride Month

Each area of the school will be observing these in different ways and working throughout the school year to find the best way to involve the students at each level in these observances and celebrations.

Early Childhood

So much of the learning in Early Childhood is done through observation and imitation. Our Early Childhood faculty and staff are striving to be inclusive in the way that we work with one another, the children, and the families in our program. Some activities that we do in observance of specific months include our Early Childhood Lending Library. Our library is full of children's books on topics such as LGBTQ, African American history, Muslim and Jewish religions and traditions, and gender equity among many others that children can check out weekly. Our teachers also read these stories with the children in the classroom which naturally prompts questions and discussion. These books are read throughout the year, but certain books are read during specific observance months, for example, Prince and Knight by Daniel Haack might be chosen to be read during June for Lesbian, Gay, Bisexual, and Transgender Month. We also provide an extensive book list for parents that contains many books related to diversity, equity and inclusion.

In honor of Black History Month, the Early Childhood celebrates Martin Luther King, Jr. Day with a month-long service project. We collect donated personal care items for Starfish Family Services for young families in need. On Martin Luther King, Jr. Day we host an optional family event with book readings, activities, and family meetings on talking to children about race, activism, and socioeconomic disparities. The focus on Black History is then continued through the month of February.

Grades One to Eight

Stories and biographies are central to the curriculum of the Grades, and we are developing ways to bring these monthly observations alive for the children through their imaginations, and through connecting with both fictional and non-fictional stories. Each month a series of books will be promoted through the library on topics and stories connected to the focus of the month. Through faculty meetings each individual class teacher will be encouraged and supported in bringing age appropriate and diverse tales, games, and activities to the children. The faculty of the Lower School will be working to develop curriculum materials for each month in this yearly cycle.

High School

At the High School we are continually striving to help our students develop a rich, full understanding of the world in which we live. This includes teaching the historical background of current social and political events and situations, as well as encouraging interest in and respect for a diverse range of cultures, religions, and life experiences. Each month one all-school assembly will be centered around the monthly observance with a range of teacher and student led activities and experiences. In addition, teachers will be working in their own classes (from Main Lesson, to language classes, to art classes) to bring content and experiences relevant to the celebration of the month.

Festivals

Festivals and seasonal events are an important aspect of Waldorf education. They are celebrations that bring rhythm and order to the year and meaning to our lives. Over the years they have been a source of joy and strength to our community of students, families, faculty, staff, alumni, and friends. These occasions are outlined below.

September

The Rose Ceremony: Students in Grades 1 through 12 are welcomed back to school at the Rose Ceremony on the first day of school. One by one the first graders are guided across the stage by a member of the senior class who then presents the child with a rose. This is a rite of passage for students going from Kindergarten to Grade 1.

Michaelmas: This autumn festival of courage takes place as leaves are turning and days are growing shorter. The annual first-through-fourth grade play tells the story of the dragon tamed through Michael's aid. The play is followed by a community picnic and kite-flying. Early Childhood students attend the play and join in the all-school festivities.

Early Childhood Michaelmas Harvest Festival: On the Saturday following Michaelmas, the EC Families gather for a Michaelmas Harvest Celebration in the morning where the families and EC teachers enjoy festive games and food.

October

Halloween: Children in Grades 1 through 8 arrive at school in costume and parade for families and staff. Grade 4 hosts a special party for Grades 1 through 3. Early Childhood children have a separate parade and puppet play followed by a special snack.

November

Lantern Walk: As the days grow ever shorter as winter approaches, families gather in the evening darkness. After singing around a campfire, students in Grades 1 through 3 and their families walk with lighted lanterns, singing, across the back play field and into the woods where they encounter magical places that are gently lit to reveal sparkling crystals and quiet "fairies."

Early Childhood Festival of Light: The EC will "celebrate the light within" in early November during this meaningful evening event before the days of the season become even shorter.

Thanksgiving Celebration: Grade 3 students and their families prepare a special feast for the LS grades. Some of the food served was planted and harvested by the students in the LS garden. Harvest songs, poems and skits are performed by Grade 3 before they serve the guests.

December

St. Nicholas Day: St. Nicholas make a quiet visit to Grades 1-12 classrooms, bringing each student a simple treat. A special basket is delivered to the Early Childhood classes.

Santa Lucia Day: This festival celebrates light in winter's darkness. Dressed in white and wearing a crown of candles (LED), a Grade 8 student Santa Lucia leads Grade 2 through the school, walking in procession. Each student is dressed in white and carries a glowing light as s/he softly sings. As the procession enters each classroom, all activity ceases momentarily in quiet welcoming. A tray of cookies is left behind for each class and the office staff.

Spiral of Light: Students in Grades 1-12, faculty and staff participate in this peaceful celebration of bringing light into darkness on (or near) the shortest day of the year. Evergreen boughs lay on the gym floor in a large spiral and candles (LED) are nestled in the spiral's center. The room is darkened, and music is played in a far corner. A student from each class, a teacher, and all twelfth graders, one at a time, walk into the center of the spiral, select a candle and, as they walk back out, select a spot to place the light. In this way the room slowly fills with light until the entire spiral is aglow.

January

Dr. Martin Luther King, Jr. Celebration: Students in Grades 1- 8 gather for an assembly to celebrate the life and work of Dr. Martin Luther King, Jr. Grade 8 performs a play for the students, faculty, staff and families based on people and events of the Civil Rights Movement. In the various classes, appropriate to age, there are stories and discussion of Dr. King's dream for equality, justice and basic human rights for all. The HS holds an observance of this day at Assembly that week. The Early Childhood Program hosts a voluntary event honoring Dr. Martin Luther King Jr. for families to participate in and organizes an opportunity for the entire school to participate in serving the greater community.

January/February

Lunar New Year: Students participate in this festival, which marks the beginning of the lunar calendar, with craft, food, story, and song. Traditionally, it is a time spent welcoming the health and prosperity of the coming year, bringing about reconciliation and ushering in harmony and good fortune. In the EC the children enjoy a special puppet play.

April

Grandparents & Grandfriends Day: The HS and LS invite grandparents and grandfriends to both campuses for an experience that engages them with faculty and students. This may include classroom visits, performances, a talk from a faculty member and lunch or snacks. In the Early Childhood, Grandparents are invited in throughout the year to visit the children's classes and enjoy special activities as scheduled with the class teacher.

May

May Day: The LS community gathers to celebrate the coming of spring. Festivities include a medieval-theme May Fair hosted by Grade 6, traditional May Pole dances, singing and games.

Early Childhood families gather for a separate celebration of dancing around the May Pole, flower crown making and a picnic on the Saturday following the LS May Day celebration.

Pentathlon: Grade 5 students spend the school year studying ancient Greek history and mythology. This study culminates in a Pentathlon where our students are joined by fifth graders from other Waldorf schools to participate in five Olympic events. The LS community cheers the athletes on as judges evaluate them not only on speed, skill, and strength, but on grace and beauty as well. Grade 10 students from the HS act as assistants and judges.

June

Rose Ceremony: Students in Grades 1-12 gather on the last day of school for a closing Rose Ceremony. Reversing roles of the first day Rose Ceremony, Grade 1 students now come forward to present graduating seniors with roses. The senior class is then honored with applause and good wishes as they embark on new journeys.

Early Childhood Picnic: The EC families gather to celebrate the year together.

All celebrations and assemblies make their special contribution to the year as a whole. Such values are common to all religions and great philosophies and are independent of any particular creed. The school is nonsectarian, and we encourage families to share with the Class Teacher or HS teachers' aspects of their cultural traditions, which can add to the richness of our experience of the seasons.

Lower School Assembly

One LS Assembly is held during the school year at which families can see and appreciate the work of their students as the students present some of what they have been doing. Typically, the classes give glimpses of math, language arts, Eurythmy, music or foreign language. Each class participates and families have an opportunity to see the natural progression of the curriculum as it is developed through the grades.

Please feel free to invite grandparents and friends to this assembly. Although Kindergarten and Grade 1 students do not present anything on the stage, they and their families are encouraged to attend to become familiar with the work of the grade school. Attendance is required of all students in Grades 2 through 8.

Volunteering

There is an active volunteer program at our school. A volunteer sheet is included with each year's contract packet. The Development Committee encourages families to fill these out for future reference when volunteers are needed. Families serve on the Board of Trustees and on Board committees. They help in the classrooms, chair fundraising events, and serve as room parents.

If you are interested in volunteering or serving on the Board of Trustees, please contact the EC, LS or HS Coordinator.

Events

- Santa Lucia, Grade 2
- Thanksgiving, Grade 3
- Halloween, Grade 4
- Pentathlon, Grade 5
- May Day, Grade 6
- Honors Evening, Grade 7
- Graduation Reception, Grade 10
- Cookie Walk, Grade 12

Parent Council

The Parent Council works together with the Board of Trustees, faculty, and administration to help create a thriving, cohesive community. Collectively, we reach out to the greater community to support the growth and potential of our school, guided by the principles of Waldorf education. All are welcome to this growing parent group!

Winter Festival

Parent volunteers chair this wonderful event and each class in the school is responsible for organizing a portion of it. The Winter Festival is a wonderful way for new families to get to know each other. There are many ways to be involved, as a Room Coordinator who plans a room or as volunteer to help run it on the day of the festival. Contact the Community Engagement Director if you would like to be involved.

Room Parents (Lower School)

Room parents offer a great service to Class Teachers, other families, and the entire school community in their work to coordinate various activities and distribute information. Please see your Class Teacher if you are interested in helping in this way.

Parent-Sponsored Field Trips & Events

The school realizes that events and field trips are a wonderful part of our school community and create many opportunities for new learning, activities and relationships. Events and field trips that are sponsored and organized by the school/Faculty will follow all existing policies to ensure safety, adequate supervision, communication, and permission from families.

Parent-sponsored field trips that are not initiated by the faculty (i.e., that may happen on weekends) are the responsibility of the families. Families shall assume full responsibility and liability for the organization, planning, transportation and safety of all students and adults during these events and trips. It is further understood and agreed that any and all arrangements for sharing transportation and care of each other's students are made independently of the school.

If a field trip extends to in-class time on days that school is in session, students that are not in attendance will be marked absent.

Fundraising

Rudolf Steiner School of Ann Arbor, like almost all non-profit independent schools in the country, relies on a combination of tuition and fundraising revenue to support daily operations. Tuition and other fees cover 90% of the annual operating expenses of the school. Many of you may have questions about how those dollars are spent and why it makes a difference if you donate. Below is a brief description of the various school fund drives and why they are important to us all:

Annual Fund

Annual Fund contributions support professional development programs for our teachers and tuition assistance for our families. Because each of us has a stake in our school's success, our goal is to have 100% of families and FT faculty and staff participating. The percentage of participation is a key indicator to lending institutions, outside donors and granting agencies that we have consistent support from those we serve. When you consider your giving for the year, Annual Fund should be at the top of your list. More information about this important funding source for our teachers and families will come through parent representatives and email communications.

Events

Events provide funding and volunteer opportunities that support the RSSAA community. Your gifts to these fundraising initiatives directly support the school's mission and cover what tuition does not.

Purchasing Programs

There are several ways you can support the school through your purchases.

Amazon Smile

When you make purchases through Amazon, remember to register the Rudolf Steiner School of Ann Arbor as a non-profit you support. A percentage of your purchases are then donated to RSSAA.

Community Connector

We encourage people to shop locally with our community members who have local businesses. This in turn supports our families. In some cases, these organizations support RSSAA with a donation.

Designated Gifts

Individuals are inspired to give gifts towards specific programs or needs at the school. Some examples include an underground sprinkler for the soccer field, playground equipment and rental of space for school events.

Planned Gifts

Making a gift to Rudolf Steiner School of Ann Arbor using appreciated stock, real estate, IRA Charitable Rollover, charitable trust, or life insurance can be beneficial - whether for the tax benefits that planned gifts offer, the financial flexibility they afford, or the lasting legacy they can help a donor leave behind. There is a type of planned gift that will allow you to make a significant impact on RSSAA through your estate plan. We would welcome the opportunity to discuss your long-term charitable goals.

Inspire. Create. Lead. Capital Campaign

Our vision for this capital campaign is to strengthen and expand our community through facility growth, program support and financial stability. The completion of our new Middle School and parking lot in summer 2016 was the first phase of our capital projects. The second phase of this campaign built a gym and expanded high school classrooms. The aim is to give our whole RSSAA community, Early Childhood through Grade 12, a place to call home. We completed this second phase in the summer of 2018. The final phase of the campaign will finance a stability fund to eliminate long-term debt, education support and an endowment fund to keep our curriculum and faculty at the highest level.

Our hope is that everyone who is part of the RSSAA family – current families, alumni families, grandparents, friends and alumni, will consider a gift to our school. At the core of our development work is the building and nurturing of relationships with individuals, organizations, and businesses who share our vision of educational excellence. The collective strength of our community makes our circle strong. Join our circle of giving for the future of our beloved school.

Please consider how you can play a role for new generations of Rudolf Steiner School of Ann Arbor students by joining our circle of giving. Contact Development at 734-669-9394 or [give online](#).

Additional Resources on Waldorf Education

Families are encouraged to explore the roots of Waldorf education further. The following are suggested as excellent books to acquaint you with the Waldorf approach to child development and education:

Between Form and Freedom, by Betty Staley. A practical guide to the teenage years.

Beyond the Rainbow Bridge, by Barbara Patterson and Pamela Bradley.

Educating as an Art, by Piening and Lyons (Eds.) Essays on various aspects of Waldorf education. A good first book.

Education Towards Freedom, by Frans Carlgren. A survey of Waldorf education throughout the world with numerous color illustrations of children's work as each aspect of curriculum is discussed. An excellent introduction to Waldorf education.

Lifeways, by Davies and Voors (Eds.) Relating questions of practical home life - marriage, money, roles, discipline, mealtimes, etc. - to the Waldorf philosophy. Good for enriching home life and for providing a practical extension of what your child is experiencing at school.

Phases of Childhood, by Bernhard Lievegoed.

School as a Journey, by Torin Finser. The author describes his eight-year journey with his class. Provides valuable insight into the curriculum and the relationship between the teacher, students and families.

The Recovery of Man in Childhood, by A.C. Harwood. Discusses cycles of child-development and the Waldorf approach from early childhood through high school.

Additional Reading:

Heaven on Earth - Sharifa Oppenheimer

Work & Play in Early Childhood - Freja Jaffke

The 7 O'Clock Bedtime - Inda Schaenen

The Children's Year - Stephanie Cooper, Christine Fynes, Clinton & Marye Rowling

Children at Play - Heidi Britz Crecelius

The Plug-In Drug - Marie Winn

Incarnating Child - Joan Salter

Toymaking with Children - Freja Jaffke

Festivals, Family and Food - Diana Carey & Judy Large

Childhood - Caroline von Heydebrand

Who's Bringing Them Up - Martin Large

You Are Your Child's First Teacher - Rahima Baldwin

Miseducation: Preschoolers at Risk - David Elkind

A Guide to Child Health - Michaela Glockler & Wolfgang Goebel

Failure to Connect: How Computers Affect Our Children's Minds-For Better or Worse - Jane Healy

Endangered Minds - Why Children Can't Think - Jane Healy

The Teenage Brain – Frances Jensen

Between Form and Freedom – Betty Staley

Brainstorm – Daniel Siegel

Books for Early Childhood Families

Introduction to Waldorf Philosophy:

Heaven on Earth - Sharifa Oppenheimer

Beyond the Rainbow Bridge - Barbara J. Patterson

You Are Your Child's First Teacher - Rahima Baldwin

In a Nutshell, Dialogue with Parents at Acorn Hill - Nancy Foster

Simplicity Parenting - Kim John Payne

The Soul of Discipline - Kim John Payne

On Crafts and Celebrations:

Work & Play in Early Childhood - Freja Jaffke

Toymaking with Children - Freja Jaffke

Festivals, Family and Food - Diana Carey & Judy Large

On Brain Development and Child Development:

Smart Moves - Carla Hannaford

Goldstein Books

Raising a Sensory Smart Child - Lindsey Biel and Nancy Peske

Einstein Never Used Flashcards - Kathy Hirsh-Pasek

Miseducation: Preschoolers at Risk - David Elkind

On Storytelling:

Therapeutic Stories - Susan Perrow

Stories for Challenging Behavior - Susan Perrow

Storybooks for Children:

We have an extensive list of recommended Early Childhood books for children separated into many different categories including multicultural, social inclusion, sibling and family, nature, bedtime, etc. The list can be found in the resources on our [website](#).

Resources for Parents of Teens

Betty Staley – Between Form and Freedom

Frances Jensen – The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults

Daniel Siegel – Brainstorm: The Power and Purpose of the Teenage Brain

Molly Wingate – Slow Parenting Teens: How to Create a Positive, Respectful and Fun Relationship with Your Teenager

Anthony Wolf – Get Out of My Life, but First Could You Drive Me and Cheryl to the Mall?

David Walsh – Why Do They Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen

College Board – Get it Together for College

Appendix A: Unsafe Weather Guidelines

On days when the temperature and/or wind chill are below 0°F students will not have recess outside

On days when the temperature and/or wind chill are below -20°F (20 below zero) schools will be closed

Temperature (°F)

	Calm	40	35	30	25	20	15	10	5	0	-5	-10	-15	-20	-25	-30	-35	-40	-45
Wind (mph)	5	36	31	25	19	13	7	1	-5	-11	-16	-22	-28	-34	-40	-46	-52	-57	-63
	10	34	27	21	15	9	3	-4	-10	-16	-22	-28	-35	-41	-47	-53	-59	-66	-72
	15	32	25	19	13	6	0	-7	-13	-19	-26	-32	-39	-45	-51	-58	-64	-71	-77
	20	30	24	17	11	4	-2	-9	-15	-22	-29	-35	-42	-48	-55	-61	-68	-74	-81
	25	29	23	16	9	3	-4	-11	-17	-24	-31	-37	-44	-51	-58	-64	-71	-78	-84
	30	28	22	15	8	1	-5	-12	-19	-26	-33	-39	-46	-53	-60	-67	-73	-80	-87
	35	28	21	14	7	0	-7	-14	-21	-27	-34	-41	-48	-55	-62	-69	-76	-82	-89
	40	27	20	13	6	-1	-8	-15	-22	-29	-36	-43	-50	-57	-64	-71	-78	-84	-91
	45	26	19	12	5	-2	-9	-16	-23	-30	-37	-44	-51	-58	-65	-72	-79	-86	-93
	50	26	19	12	4	-3	-10	-17	-24	-31	-38	-45	-52	-60	-67	-74	-81	-88	-95
	55	25	18	11	4	-3	-11	-18	-25	-32	-39	-46	-54	-61	-68	-75	-82	-89	-97
	60	25	17	10	3	-4	-11	-18	-26	-33	-40	-48	-55	-62	-69	-76	-84	-91	-98
								Frostbite occurs in 15 minutes or less											

The National Weather Service issues a Wind Chill Warning when wind chills are -25°F or colder

The National Weather Service issues a Wind Chill Advisory when wind chills are -15°F or colder.

Wind Chill Policy and Recess Notes

- Children are kept indoors for recess on days with a wind chill factor greater than -5°F.
- If temperatures are between 0° and -5°F, children will go outside for 15 minutes.
- If temperatures are above 0°F, children will go outside.
- Children are kept indoors if there is thunder or lightening.
- Children are kept out of the woods if it is too windy.

Ann Arbor Public Schools Snow Day Decision

When Ann Arbor Public Schools are closed for bad weather, RSSAA will also be closed. If RSSAA is closed due to the weather, both the LS and the HS campuses will be closed.

Inclement Weather School Closing Protocol

Working with the WISD Transportation Department and in consultation with the county Superintendents, AAPS schools will be closed based on the following protocol:

1. When the weather prediction calls for potentially hazardous conditions due to inclement weather, the WISD Transportation Department, along with AAPS Ancillary Service Director, will begin monitoring conditions starting late in the evening/early morning hours.
 - a. WISD Transportation Supervisors drive a variety of roads across the
 - b. AAPS monitors conditions at the school
 - c. Sheriff and AAPD are consulted regarding road conditions
 - d. City and County Road Departments are consulted regarding road conditions and timing of the road clearing schedule
2. County Superintendents conduct a conference call after Transportation reports their recommendation for closing schools based on conditions of roads and schools drives/sidewalks and weather forecast.
3. AAPS Superintendent confirms decision to close or open school – Decision to close should be confirmed no later than 4:30 a.m. and communicated to appropriate staff.

“How Does The Ann Arbor Public Schools Make a ‘Snow Day’ Decision?”

by Brad Mellor, Director of Transportation

Throughout the evening weather conditions are monitored via internet, TV, radio, and an informal network of other transportation directors throughout the area. If warranted a call is made to the district's snow routes team to go into action.

Before 3 am, three Transportation Supervisors and the Teamster Union Steward meet with the director of transportation at the transportation terminal. Each of these 4 individuals is a highly experienced driver, with many years behind the wheel of a school bus.

By 3:15 am, they're on the road in 4 different buses.

Over the next hour or so, the buses will follow 4 predetermined routes to the 4 corners of the district. The drivers radio back comments from locations along the route, which are recorded in the dispatch center. At the same time, the director of transportation will be fielding more cell calls from the other districts. (Other local districts seem to want to know what Ann Arbor is going to do before they make their decision!)

Our team will drive well-lit city avenues, the interstate highway, and some remote gravel roads. They'll stop and walk the sidewalks at schools, and check the conditions in subdivisions and neighborhoods.

By 4 am the drivers will report back to the transportation terminal. Each driver will be polled and record their perceptions. The only question is "Can we safely open School, and get them back home?"

One last tour of the cell phone circuit to other schools, and then it's time to wake up the Superintendent. The Superintendent will be presented with a recommendation based on all input and evidence. After reviewing all the information the Superintendent makes the final decision.

This is the process used to determine the viability of the area roads to deliver AAPS students safely to and from school.

Appendix B: Parent Council Charter

Parent Council

Rudolf Steiner School of Ann Arbor

2022-23 Charter

Approved by College of Teachers, June 6, 2019

This version updated
June 2019

Parent Council Charter

I. Mission

The Parent Council works together with the Board of Trustees, parents, faculty and administration to help create a thriving, cohesive community guided by the principles of Waldorf education.

II. Goals

Facilitate communication and cultivate open dialogue amongst parents, administration, faculty and Board

Contribute to a positive and supportive learning environment for students and adults alike

Inspire and support parent participation including:

Welcome Committee

Winter Festival

Faculty and Staff Appreciation Luncheon

Coffee Hours

Work with Community Engagement Director to support community collaboration and learning

Support an understanding of RSSAA processes as outlined in the School Handbook

III. Parent Council Structure

The Parent Council is open to all parents at the school. Upon joining the school, parents are:

Automatically members of the Parent Council

Welcome to attend all Parent Council meetings

Invited to access various volunteer opportunities

Eligible to serve as a Parent Council Executive or committee/activity coordinator. These are not mutually exclusive roles.

Parent Council Executive Group

The leadership and planning for the Parent Council is done through an Executive Group that meets monthly throughout the year.

1. Parent Council Executive Group Membership
 - a. Parent Council Executive Co-Chairs – two-year term with each replaced in an alternate year
 - b. Parent Council Executive Members – three to five parents
 - c. School Administrator
 - d. Parent Engagement Director

The goal of the membership is to have 4-6 parents and two administrators

2. Parent Council Executive Responsibilities
 - a. To ensure that the key responsibilities of Parent Council are met (Welcome Committee, Winter Festival, Faculty and Staff Appreciation Luncheon and Coffee Hours)
 - b. To plan and hold the quarterly Parent Council Meetings
 - c. To act as a feedback and input loop for the parents to the school, raising concerns, questions, suggestions and ideas
 - d. To work closely with the Community Engagement Director to support the Community Engagement Plan
 - e. Minutes of the Parent Council Executive Group will be shared with the parents through ParentSquare monthly and be open to input from the parent community

Meetings of Parent Council

1. The purpose of the Parent Council meetings is to build community and support the Parent Council Charter goals. Meetings will happen in September, November, February and April.
2. The meetings are opportunities to engage parents in various ways around child development, school development, major school questions, concerns or processes and to generate parent input into the school.
3. Two meetings a year will take place on a Saturday morning. Two meetings a year will take place within the week (possibly in the morning) The meetings will be planned in August of each year and shared with the community to maximize participation

1. PARENTS

Members

All parents at RSSAA are automatically members of the Parent Council.

Role

To stay informed and engaged and to support the work of the Parent Council.

Responsibilities

Read all announcements, agendas and minutes from Parent Council meetings

Know the names of representatives, liaisons and coordinators

Contact class representatives with ideas, questions or concerns about Parent Council

Contact the appropriate liaison if you have feedback or ideas for that particular committee

Consider taking on the role of representative, or Organizing Team Member

2. PARENT COUNCIL CLASS COMMUNICATOR

Members

Minimum 1 per LS class, 1 per HS

Role

Facilitate communication between class and Parent Council.

Responsibilities

Work with Class Teacher and Parent Council Executive Group to communicate information about parent events, community engagement activities, and volunteer opportunities.

This individual will have full access to ParentSquare to post things to the class, and will be supported by the Community Engagement Director

Skills and Experience

Has a willingness to represent the ideas and perspectives of families from the classroom and communicate the business of the Parent Council to the class parents

Term – One year (May through May - renewable)

3. PARENT COUNCIL EXECUTIVE GROUP MEMBER

Responsibilities (work as a team to):

Attend monthly Parent Council Executive Group meetings

Create signups for hosting, scribe, Board meeting attendance

Set meeting dates and times for four larger, full Parent Council meetings annually

Facilitate mission and goals of Parent Council

Reinforce existing agreed-to processes

Work toward ensuring that all PC positions are filled

Collaborate with Community Engagement Director to plan and host activities and events

Skills, Experience and Responsibilities

Co-Chair

Has experience in working with groups, building trust and creating clear, transparent, open processes and communication. Helps establish common ground and strengthen relationships (specifically in consensus decision making). Specific skills include:

Meeting facilitation

Consensus decision-making

The two co-chairs will have overlapping terms of two years, ensuring that each year one is experienced.

4. PARENT COUNCIL RESPONSIBILITY POINT PEOPLE

The Parent Council Executive Group will ensure that there is a point person working with the Community Engagement Director for each of the primary responsibilities of the Parent Council

1. Parent Welcome Committee – at least one person working to connect Parent Council and the Parent Welcome Committee
2. Winter Festival – at least one person working to coordinate parent volunteering and support for the Winter Festival
3. Faculty and Staff Appreciation Lunch – at least one person working to organize and facilitate this event
4. Coffee Hours – One person to manage the assignment of coffee hours to classes and support the class communication person in getting someone to carry the morning for the class

The information in this handbook is as complete as possible at the time of distribution; however, RSSAA reserves the right to edit policies, procedures and content as necessary throughout the school year. Please refer to www.steinerschool.org for the most up-to-date versions of all documents.