2024-2025 Employee Handbook

All employees are required to complete the electronic Receipt and Acknowledgement of the School Handbook, Employee Handbook and Crisis Manual which will be sent as part of the 2024-2025 Employee Agreements survey from the Finance Office. Please complete the survey within five days of receipt. If you have questions, contact financeoffice@steinerschool.org.

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.

Section 1: 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 visit the LS or HS 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-School – 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 1050 Waldorf schools worldwide, and 1800 Early Childhood programs.

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 Classroom 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 HS 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.

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.

Our high school celebrated its 25th Anniversary in the 2022-23 school year and we find our school continuing to grow as it meets the needs of the next generation. Supporting our amazing academic programs, offering a home to our championship sports teams, and building a robust and caring community is a priority that we are committed to.

Diversity, Equity, and Inclusion

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.

Please find our most updated Diversity Equity and Inclusion Statement, along with other resources, on the *DEI page of our website*.

Section 2: 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 Coordinators	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

Updated August 2024

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 information can be found on our Governance webpage. The Board can be contacted at board@steinerschool.org.

All-School Administrative Staff

Knut Hill, Interim School Administrator, khill@steinerschool.org

Brian Vroom, Operations Manager, bvroom@steinerschool.org

Brooke Pickerell, Admissions Director, admissions@steinerschool.org

Jane Ford, Development Director, jford@steinerschool.org

Erin Verdis, Marketing Coordinator, everdis@steinerschool.org

Matt McGlinnen, Athletic Director, mmcglinnen@steinerschool.org

Early Childhood Administrative Staff

Maegan Pierson, Early Childhood Administrative Coordinator, mpierson@steinerschool.org

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

Lower School Administrative Staff

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

Megan Rotko, Lower School Pedagogical Coordinator, mrotko@steinerschool.org

Julie Kelley, Lower School Operations Coordinator, jkelley@steinerschool.org

High School Administrative Staff

Sara Deon, High School Pedagogical Coordinator, sdeon@steinerschool.org

Katie Simon, High School Administrative Coordinator, ksimon@steinerschool.org

Barbara Dumbrigue, High School Registrar, bdumbrigue@steinerschool.org

Business Office

Finance Office General Email, financeoffice@steinerschool.org

Brian Vroom, Operations Manager, bvroom@steinerschool.org

Heather Banet, Human Resources Specialist, hbanet@steinerschool.org

Elizabeth Kozisek, Business Office Administrative Assistant, ekozisek@steinerschool.org

Early Childhood Carrying Group

Maegan Pierson, Early Childhood Administrative Coordinator, mpierson@steinerschool.org

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

Anne Birney, Interim Early Childhood Faculty Chair, abirney@steinerschool.org

Knut Hill, Interim School Administrator, khill@steinerschool.org

Lower School Carrying Group

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

Megan Rotko, Lower School Pedagogical Coordinator, mrotko@steinerschool.org

Rob White, Lower School Faculty Chair, rwhite@steinerschool.org

Knut Hill, Interim School Administrator, khill@steinerschool.org

High School Carrying Group

Sara Deon, High School Pedagogical Coordinator, sdeon@steinerschool.org

Katie Simon, High School Administrative Coordinator, ksimon@steinerschool.org

Noelle Frerichs, High School Faculty Chair, nfrerichs@steinerschool.org

Knut Hill, Interim School Administrator, khill@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.

Facilities Committee

The Facilities Committee is a combined Board and College Committee which works on long-term facility related projects, work that involves both campuses, and directly supports the campus level Building and Grounds Committees. The Operations Manager chairs the committee.

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

RSSAA is committed to working with families to understand how we can best support all students in our school. We have a full-time Student Support Coordinator who coordinates the care and support of students needing individual support across our school. Rudolf Steiner School of Ann Arbor is not set up specifically for students with individual learning, mental health or other functional needs but offers a degree of support for those students in need. When the need of a student exceeds our resources, we work with families to find the best way forward, which could include supporting a transition to a program that can more successfully support the child.

The Student Support Coordinator is responsible for:

- Ensuring that all support processes are completed in a transparent and parent-inclusive way that allows RSSAA to plan for the support of the student.
- Facilitating communications between public school personnel and Steiner School personnel for students with documented disabilities, and yearly Non-Public Service Plans (formerly Individual Education Plans/IEP).
- Writing Accommodation 504 Plans for students in both the Lower School and the High School.

Lower School

At the Lower School, the Care Coordinating Group is 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. The Student Support Program consists of the Care Coordinating Group and a Student Support Team.

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, and consultation of outside specialists when needed.

At the Lower School the Care Coordinating Group, in collaboration with the Student Support Coordinator, is responsible for the following:

- In collaboration with Class Teachers, tracking academic progress of students.
- 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 3-8.
- Helping to interpret reports, evaluations, and determine possible support needs for candidates who are applying to our school.

The Care Coordinating Group at the Lower School consists of:

- The Student Support Coordinator
- Two Educational Support teachers who have been Class Teachers and offer reading and math support.
- Part-time Reading Support Tutor
- Handwork Teacher who has extra lesson remedial training
- Lower School Coordinators
- Early Childhood Coordinator

All members have studied child development and plan for the specific needs of individuals 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.

High School

In the High School, the Support Team consists of the Student Support Coordinator, the High School Pedagogical Coordinator, and full-time faculty. The input of part-time faculty is sought for students they teach. The High School offers the following services:

- Subject support throughout the week
- Study Hall and student planner monitoring after school Monday – Thursday
- Needed accommodations as outlined in a 504 plan which is agreed to by parents, student, and faculty/staff.

The High School Pedagogical Coordinator and Student Support Coordinator 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.

Student Safety Protocol

At RSSAA it is our responsibility and duty to the students to ensure their safety while on all our campuses at Rudolf Steiner School of Ann Arbor. Children must be supervised by an adult while present on school grounds. We ask the following from the caregiver body and Faculty of our school:

• If an issue arises between two students or an adult and a student, please contact the class teacher or supervisor present at the time of the event. This is so the school can help mediate any conflict that may arise from both parties.

• All disciplinary actions must come from an employee of the Rudolf Steiner School of Ann Arbor. Caregivers present at the school are not permitted to reprimand any student on campus.

• If issues continue to occur, please contact the School Administrator or Level Coordinators for next steps.

All matters of student safety are a high priority of RSSAA and will be proceeded accordingly. As a school we comply with the state, local and federal laws regarding child safety and abuse. If you suspect any form of abuse being exhibited, please directly contact the school administrator.

Section 3: Employment Policies and Procedures

This section of the handbook will acquaint you with additional policies affecting your employment. Other policies and practices currently in place may not appear in the handbook because our organizational needs may change from time to time, and new regulations may take effect. Therefore, we reserve the right to amend, rescind or modify any policies, practices, and benefits, with or without prior notice, upon recommendation from the appropriate committees or governing bodies.

Please refer to this handbook whenever you have questions about policies, practices, or benefits.

Employees are also expected to read and understand the RSSAA School Handbook and any other pertinent documents regarding school policies and procedures, operations, practical matters, and safety affecting the students, parents, faculty, or staff.

About Your Employment

It is important that you understand the terms of your employment. You and Rudolf Steiner School of Ann Arbor have an at-will employment relationship. Your employment with the school is not for a fixed term and may be terminated by you or the school at any time or for any reason, without notice. This lack of a guarantee also applies to other benefits, privileges and working conditions. The Board of Trustees must approve all exceptions to the employment at-will policy in writing.

Employee Classification Categories

All employees are designated as either nonexempt or exempt under state and federal wage and hour laws. The following is intended to help employees understand employment classifications and their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period. The right to terminate the employment-at-will relationship at any time is retained by both the employee and the school.

Nonexempt employees are employees whose work is covered by the Fair Labor Standards Act (FLSA). They are NOT exempt from the law's requirements concerning minimum wage and overtime.

Exempt employees are generally supervisors or professional, administrative, or technical staff who ARE exempt from the minimum wage and overtime provisions of the FLSA. Exempt employees hold jobs that meet the standards and criteria established under the FLSA by the U.S. Department of Labor.

The school has established the following categories for both nonexempt and exempt employees:

- **Regular, full time:** Employees who are not in a temporary status and who are regularly scheduled to work the school's full-time schedule of 40 hours per week or are full-time faculty. Generally, these employees are eligible for the full benefits package, subject to the terms, conditions, and limitations of each benefits program.
- **Regular, part time:** Employees who are not in a temporary status and who are regularly scheduled to work less than the full-time schedule. Regular, part-time employees are eligible for some of the benefits offered by the school subject to the terms, conditions, and limitations of each benefits program.
- **Temporary, full time:** Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work the school's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

- **Temporary, part time:** Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work less than the school's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

Temporary workers are not eligible for benefits unless specifically stated otherwise in school policy or are deemed eligible according to plan documents.

Employment Practices

Reference Checks

To ensure that individuals who join the school are well qualified and to ensure that the school maintains a safe and productive work environment, it is our policy to conduct pre-employment reference checks on applicants being considered for a position. Reference checks may include verification of any information on the applicant's resume or application.

Background Checks

As of January 1, 2006, all Michigan schools must comply with a series of Public Acts related to school safety (2005 PA 129-131 and 138). Commencing January 1, 2006, all employees are required to have a criminal history record (fingerprint) check conducted by the Michigan State Police (MSP) and the Federal Bureau of Investigation (FBI).

All offers of employment are conditioned on receipt of a background check report that is acceptable to the school. All background checks are conducted in conformity with the Federal Fair Credit Reporting Act, the Americans with Disabilities Act, and state and federal privacy and antidiscrimination laws. Reports are kept confidential and are only viewed by individuals involved in the hiring process.

If information obtained in a background check would lead the school to deny employment, a copy of the report will be provided to the applicant, and the applicant will have the opportunity to dispute the report's accuracy. Background checks may include a criminal record check, although a criminal conviction does not automatically bar an applicant from employment.

Additional checks such as a driving record or credit report may be made on applicants for particular job categories if appropriate and job related.

The school also reserves the right to conduct background checks for current employees in the same manner as described above.

Fingerprinting

Effective January 1, 2006, the State of Michigan mandated that fingerprints and criminal background checks be secured for all current and new employees of Michigan schools. Schools must secure fingerprints and request criminal background checks for all covered individuals. Fingerprint results for new employees can be transferred from another institution if they are less than two years from the clearance date. Schools are prohibited from allowing covered individuals who are convicted of listed offenses to work under contract in any school.

Background Checks for Child Care and Early Childhood Program Staff

Required for Toddler Classes, PreK Classes, Kindergarten Classes, Before- and Aftercare, Early Childhood Camp.

Michigan's Public Act 256 of 2017, effective March 28, 2018, amended many parts of the Child Care Organizations Act. One of the most significant changes is the new requirement that all childcare center staff (staff in the Early Childhood program, Before and Aftercare programs, and Early Childhood camp) undergo a more comprehensive background check.

This more comprehensive background check includes:

- Fingerprint (FBI/MSP check).
- NCIC Sex Offender Check.
- Central Registry Check (Child Abuse and Neglect Registry).
- Disciplinary Action Check. (Criminal and Child Abuse and Neglect Registry check for any states of residence in the past 5 years.)

School Safety Law for Current Employees

The Michigan Public Acts related to school safety (2005 PA 129-131 and 138) also require current employees to self-report when they have been arraigned/charged with a crime. Employees must do so within three business days, or they will be guilty of an additional crime. Employees will report this information to the Business Office.

Immigration Form I-9

It is the policy of the school to require that all employees provide proof of employment eligibility within three (3) days of employment. Offers of employment are contingent upon providing this proof in accordance with the U.S. Department of Homeland Security.

Employee Personnel Files

Personnel files are maintained by the Human Resources department and are considered confidential. Those in a supervisory role may only have access to personnel file information on a need-to-know basis. The Early Childhood Coordinator maintains a file for each EC faculty and staff member that contains personnel information as required by the State of Michigan (LARA) Child Care Licensing Regulations.

Those in a supervisory role considering the hire of a former employee or transfer of a current employee may be granted access to the file, or limited parts of it, in accordance with antidiscrimination laws.

Upon request, personnel file access by current employees and former employees will generally be permitted within three days of the request unless otherwise required under state law. Personnel files are to be reviewed in the Human Resource department and may not be taken outside of the department.

Representatives of government or law enforcement agencies, in the course of their duties, may be allowed access to file information.

Current or former employees who feel that an individual document within their personnel file is no longer relevant may request that it be purged from the file. The request must be made in writing to the School Administrator. After a request has been received, the School Administrator will arrange a meeting to review the request with the appropriate Carrying Group and a Board member from the Personnel Committee. The outcome of the conversation will be shared with the employee and the agreed upon action will be taken.

Employee Record Maintenance, Retention and Destruction

The human resources department retains and destroys personnel records in accordance with the Rudolf Steiner School's policies on business records retention, as well as federal and state laws governing record retention. Below is an outline of the school's operating procedures for personnel record retention and destruction of documents when such retention periods have passed. If the Rudolf Steiner School's

retention procedure is not of sufficient duration for any state in which the company does business, this procedure will be superseded by state requirements.

The human resources department maintains both employee record information and government compliance reports. Both are subject to the following retention requirements and destruction procedures.

Maintenance of Employee Records

The following employee information records are maintained in segregated personnel files:

1) Pre-employment testing results and background check information. 2) I-9 forms. 3) Benefits plan and employee medical records. 4) Health and safety records. 5) General employee personnel records.

Government compliance reports are maintained and filed separately from the above employee information records.

Destruction of Employee and Applicant Records

All paper personnel records and confidential employee data maintained by the HR department will be destroyed by shredding after retention dates have passed; this procedure pertains to all personnel records, not just those governed by the Fair and Accurate Credit Transactions Act (FACTA).

Employment application materials submitted by applicants who were never employed are also to be shredded.

When a confidential record must be discarded or destroyed, it shall be marked as confidential and given to the human resources department to be destroyed in accordance with the record destruction policies. Alternatively, hardcopy confidential records may be shredded using the locked shredder on the Rudolf Steiner School's premises. In the case of remote employees, employees are discouraged from printing out or creating hard copies of confidential records where possible. If hard copies must be printed, created, or kept, they should be stored in a locked cabinet, drawer, or other secure location until they are no longer needed, or until the maximum retention period has ended. Remote employees must then destroy all confidential files by shredding them in a locked shredder on the Rudolf Steiner School premises, or otherwise rendering the documents unusable or unreadable.

Personnel records include electronic as well as paper records. The human resources department will work with the school's IT personnel periodically to review and ensure that the electronic records relating to employee information and compliance reports are properly purged.

Litigation Hold

When Rudolf Steiner School is involved in or anticipates that it may be involved in litigation, the school's general counsel will issue a litigation hold. This means that all documents relating to the litigation matter must be kept preserving any potential evidence. If we fail to do so, Rudolf Steiner School can be sanctioned by the court for destroying evidence.

If a litigation hold is announced on any Rudolf Steiner School records as a result of pending or anticipated litigation, all records covered by such litigation hold MUST NOT be discarded, deleted, or destroyed. Further, the IT department will suspend the automatic deletion of emails for all individuals covered by the litigation hold. Any questions about the litigation should be directed to the School Administrator.

Copyright

It is the policy of the school that teachers be able to use and profit from the educational works they themselves create—whether or not they remain employed at the school. Although, under law, the copyright remains with the school, the school, hereby, grants to each teacher a nonexclusive license, in

perpetuity, to use, reproduce, distribute, publicly perform, publicly display, and create derivatives of the educational works they themselves authored in the course of their employment at the school. This license includes the ability to authorize others to make similar uses.

RSSAA Employee Conflict of Interest Policy

Conflicts of interest occur when Rudolf Steiner School of Ann Arbor employees are in a position to influence a decision on policy or purchases where they might directly or indirectly receive financial benefit or give improper financial advantage to associates.

The standard of behavior at the Rudolf Steiner School of Ann Arbor is that all staff scrupulously avoid conflicts of interest between the interests of the Rudolf Steiner School of Ann Arbor on one hand, and personal, professional, and business interests on the other. This includes avoiding potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

All employees should understand that the purposes of this policy are to protect the Rudolf Steiner School of Ann Arbor's tax-exempt status, and the integrity of its decision-making process, to enable our constituencies to have confidence in our integrity, and to protect the integrity and reputations of staff members.

In meetings or activities, any interests in a transaction or decision where you (including your business or other nonprofit affiliations), family and/or significant other, employer, or close associates will receive benefit or gain need to be disclosed. After disclosure, it is understood that you may be asked to leave the room for any discussion and that you may not be permitted to vote on the question.

This policy is meant to supplement good judgment.

Payroll

Payroll is processed on or about the 15th of each month, and time sheets are due according to the posted schedule. Employees should always refer to the time sheet due date schedule to verify the date and time that information is due. Direct deposit is required for all employees. Employees without a bank account will be furnished with a pay card. Contact the Finance Office with all questions or information related to payroll.

RSSAA Student Non-Fraternization Policy

All Rudolf Steiner School of Ann Arbor faculty and staff, including coaches and substitutes, are expected to maintain the highest professional, moral, and ethical standards in their conduct with students. This policy is to define appropriate and inappropriate social contact outside of the classroom and regular school day.

Employees are prohibited from the following types of conduct:

- Engaging in any romantic or sexual relationships with students and recent alumni (defined throughout this policy as within two years of graduation), including dating, flirting, sexual contact, or sexually suggestive comments, regardless of whether initiated by the student or employee.
- Fostering, encouraging, or participating in emotional or socially intimate relationships with students and recent alumni in which the relationship is outside the bounds of reasonable, professional staff-student relationships and in which the relationship could reasonably cause a student to view the employee as more than a teacher, administrator, coach, or advisor. This includes spending social time with individuals or small groups of students, or repeatedly driving an individual student to an activity or event (transporting groups of students is appropriate).
- Initiating or continuing communication with students for reasons unrelated to school related issues, including oral or written communication, telephone calls, electronic communication such as texting, instant messaging, email, chat rooms, Facebook, or other social media sites. As much

Updated August 2024

as possible, electronic, and online communications with students should be conducted through the school email system and Parent-Square. Texting between employees and students should be minimal and essential and held to topics such as late arrival at an event or other urgent communications needed to meet student needs. Faculty who uses their phones for regular texting with students should inform their Carrying Group of this practice, receive Carrying Group approval for the practice, and be willing to share their text histories if asked.

Duty to Report: Anyone with knowledge or suspicion of a potentially improper relationship between a school employee and a student must immediately report their concerns to their level Coordinator or the School Administrator.

Protection from Retaliation: Anyone who makes a report to the level Coordinator or School Administrator will be protected from retaliation.

Consequences of Violating this Policy: The Carrying Group at the level of the employee, or the School Administrator for all-school administrative staff, will take appropriate disciplinary action, up to and including dismissal, against any employee found to have violated this non-fraternization policy. When appropriate, mandated reporting will also be completed.

Exemption from this policy for parenting and family relationships: Many employees of RSSAA are also parents or siblings of students attending the school. This policy is not intended to interfere in the normal relationships between students and between students and classmate's parents. It is perfectly appropriate for parents to invite their children's classmates into their homes, hold overnights for the children, socialize with students when their own children are also present, and to transport their children's friends. It is also appropriate for current students to interact with their siblings and their siblings' friends. This exemption also extends to employees hosting students as exchange or boarding students, who are considered to be in a parental role with that student.

Exemption from this policy for employment of students: Students often work for faculty families as babysitters, pet-sitters, and home sitters. Such relationships are appropriate if the interaction is limited to work and work-related topics. Communication planning for such relationships should be conducted through email and ParentSquare as much as possible.

Exemption from this policy for family arranged transportation and pick-up: When there are natural connections due to living close together or parenting friendships it is appropriate for an employee to transport a student or pick them up from school.

Exemption from this policy for Remote Learning Situations: If a teacher is responsible for teaching students remotely – by Zoom, ParentSquare packets, or other platform – they are fully allowed to use ParentSquare messaging and their work email for communication with each student and for conversation around their education. Parents should be fully informed in these situations. In addition, as long as the communication is class and school related, teachers are allowed to use personal texting, other communication apps, and to connect to students through educationally appropriate internet platforms (a chess platform, for instance, but not an online gaming platform such as Fortnite.) This communication can include more personal and individual topics than would be appropriate in a situation where classroom teaching is the normal mode of delivery, as the electronic connection would be the one sustaining the student/teacher relationship. However, even in a Remote Learning Situation, teachers should be careful not to create a special relationship with one or a few students that is not available to all students in the class, and to keep appropriate boundaries between school and personal life.

Exemption from this policy for employees who are also recent alumni: Employees who are also recent alumni are exempt from the restriction on socializing with other recent alumni. However, they are not allowed to socialize with any current high school students.

Employees with other relationships should inform the Carrying Group or School Administrator: Employees with any other appropriate relationship with an individual student should communicate the relationship to the Carrying Group so that there is no concern about impropriety.

Sexual Harassment Policy and Complaint/Investigation Procedure

Objective: The objective of this policy is to define workplace sexual harassment and to outline procedures for filing complaints, investigating sexual harassment claims, and issuing appropriate disciplinary measures in the case of violations.

Scope: This policy applies to all employees of Rudolf Steiner School of Ann Arbor at all locations. All workers, at every level, will be subject to discipline, up to and including discharge, for any violation of this policy. Employees are prohibited from harassing others both on and off the employer premises and during or outside of work hours.

Defining Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature that is persistent or offensive and interferes with an employee's job performance or creates an intimidating, hostile or offensive work environment. Sexual harassment is defined by the federal Equal Employment Opportunity Commission as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example: a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or c) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment can be physical and psychological in nature. An aggregation of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Examples of Prohibited Conduct

Though sexual harassment encompasses a wide range of conduct, some examples of specifically prohibited conduct include the following:

- Physical assaults of a sexual nature, such as rape, sexual battery, molestation or attempts to commit these assaults, and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.
- Unwelcome sexual advances, propositions, or other sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward.
- Subjecting, or threats of subjecting, an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of that employee's sex.
- Sexual or discriminatory displays or publications anywhere in Rudolf Steiner School's workplace by Rudolf Steiner School employees.
- Retaliation for sexual harassment complaints.

Responding to Conduct in Violation of Policy

Employees
If an employee feels that he or she is being subjected to sexual harassment, he or she may immediately inform the harasser that the conduct is unwelcome and needs to stop. If the inappropriate conduct does

not cease, or if the employee is unable to or uncomfortable with addressing the alleged harasser directly, he or she should report the incident to an EC, LS, or HS Coordinator or to the School Administrator. It is helpful, but not required, to provide a written record of the date, time and nature of the incident(s) and the names of any witnesses.

It is important to report all concerns of sexual harassment or inappropriate sexual conduct to an EC, LS or HS Coordinator or the School Administrator as soon as possible. School Administration must be made aware of the situation so that it can conduct an immediate and impartial investigation and take appropriate action to remediate or prevent the prohibited conduct from continuing.

Coordinators, Faculty Chairs, Other Managers
Coordinators, Faculty Chairs, and other managers must deal expeditiously and fairly when they have any knowledge of sexual harassment, whether or not there has been a written or formal complaint. They must:

- Take all complaints or concerns of alleged or possible harassment seriously no matter how minor or who is involved.
- Report all incidents to the School Administrator immediately so that a prompt investigation can occur.
- Take any appropriate action to prevent retaliation or prohibited conduct from recurring during and after any investigations or complaints.

Coordinators, Faculty Chairs, or other managers who knowingly allow or tolerate sexual harassment or retaliation, including the failure to immediately report such misconduct to the School Administrator, are in violation of this policy and subject to discipline.

Human Resources
The School Administrator is responsible for:

- Ensuring that both the individual filing the complaint (complainant), and the accused individual (respondent) are aware of the seriousness of a sexual harassment complaint.
- Explaining Rudolf Steiner School's sexual harassment policy and investigation procedures to all parties involved.
- Exploring informal means of resolving sexual harassment complaints.
- Notifying the police if criminal activities are alleged.
- Arranging for an investigation of the alleged harassment and the preparation of a written report.
- Submitting a written report summarizing the results of the investigation and making recommendations to designated school officials.
- Notifying the complainant and the respondent of the corrective actions to be taken, if any, and administering those actions.

The School Administrator will determine if an in-house investigation will be conducted or if a third party will be contracted to complete the investigation.

All complaints involving the School Administrator should be reported to the Board Chair who will follow this same procedure.

Complaint Resolution Procedures

Complaints should be submitted as soon as possible after an incident has occurred, preferably in writing. The School Administrator may assist the complainant in completing a written statement or, in the event an employee refuses to provide information in writing, the School Administrator will take the dictated verbal complaint.

To ensure the prompt and thorough investigation of a sexual harassment complaint, the complainant should provide as much of the following information as is possible:

- The name, area of the school and position of the person or persons allegedly committing harassment.
- A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.
- The effect of the incident(s) on the complainant's ability to perform his or her job, or on other terms or conditions of his or her employment.
- The names of other individuals who might have been subject to the same or similar harassment.
- What, if any, steps the complainant has taken to try to stop the harassment.
- Any other information the complainant believes to be relevant to the harassment complaint.

Discipline

Employees who violate this policy are subject to appropriate discipline. If an investigation results in a finding that this policy has been violated, the mandatory minimum discipline is a written reprimand. The discipline for serious or repeat violations is termination of employment. Persons who violate this policy may also be subject to civil damages or criminal penalties.

Confidentiality

All complaints and investigations are treated confidentially to the extent possible, and information is disclosed strictly on a need-to-know basis. The identity of the complainant is usually revealed to the parties involved during the investigation and the School Administrator takes adequate steps to ensure that the complainant is protected from retaliation during and after the investigation. All information pertaining to a sexual harassment complaint or investigation is maintained in secure files within the Business Office.

Other Available Procedures

The procedures available under this policy do not preempt or supersede any legal procedures or remedies otherwise available to a victim of sexual harassment under local, state, or federal law.

Administration

This policy will be administered through the School Administrator or, if the complaint is about the School Administrator, by the Board Chair.

Whistleblower Protection Policy

Rudolf Steiner School of Ann Arbor requires board members, employees, and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of Rudolf Steiner School of Ann Arbor, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility

This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns internally so that Rudolf Steiner School of Ann Arbor can address and correct inappropriate conduct and actions. It is the responsibility of all board members, employees, and volunteers to report concerns about violations of the Rudolf Steiner School of Ann Arbor's code of ethics or suspected violations of law or regulations that govern Rudolf Steiner School of Ann Arbor's operations.

No Retaliation

It is contrary to the values of Rudolf Steiner School of Ann Arbor for anyone to retaliate against any board member, employee, or volunteer who in good faith reports an ethics violation, or a suspected violation of law, such as a complaint of discrimination, or suspected fraud, or suspected violation of any regulation governing the operations of Rudolf Steiner School of Ann Arbor. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

Reporting Procedure

Rudolf Steiner School of Ann Arbor has an open-door policy and suggests that employees share their questions, concerns, suggestions, or complaints with an EC, LS, or HS Coordinator. If an employee is not comfortable speaking with a Coordinator, or is not satisfied with the response, the employee is encouraged to speak with the School Administrator. The EC, LS and HS Coordinators are required to report complaints or concerns about suspected ethical and legal violations in writing to the School Administrator, who has the responsibility to investigate all reported complaints. Employees with concerns or complaints may also submit their concerns in writing directly to the Board Chair.

Compliance Officer

The School Administrator is responsible for ensuring that all complaints about unethical or illegal conduct are investigated and resolved. The School Administrator will advise the Board of Trustees of all complaints and their resolution and will report at least annually to the Finance Committee on compliance activity relating to accounting or alleged financial improprieties. Concerns or complaints regarding the School Administrator should be submitted directly to the Board Chair.

Accounting and Auditing Matters

The School Administrator shall immediately notify the Finance Committee of any concerns or complaint regarding the organization's accounting practices, internal controls or auditing and work with the committee until the matter is resolved. Concerns or complaints regarding the School Administrator should be submitted directly to the Board Chair.

Acting in Good Faith

Anyone filing a written complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The School Administrator will notify the person who submitted a complaint and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation.

Confidentiality Policy

All information concerning families, former families, students, former students, staff, volunteers, financial data, and business records of the Rudolf Steiner School of Ann Arbor is confidential. "Confidential" means that employees can talk about the Rudolf Steiner School of Ann Arbor and about the program but are not permitted to disclose family or student names or talk about them in ways that will make their identity known. No information may be released without appropriate authorization. This is a basic component of business ethics. The board of directors, faculty, staff, and our families rely on paid and volunteer staff to conform to this rule of confidentiality.

Rudolf Steiner School of Ann Arbor expects employees to respect the privacy of families and students and to maintain their personal and financial information as confidential. All records dealing with specific families must be treated as confidential. General information, policy statements or statistical material that is not identified with any individual or family is not classified as confidential. Staff members are responsible for maintaining the confidentiality of information relating to other staff members and volunteers, in addition to families.

Failure to maintain confidentiality may result in termination of employment, or other corrective action. This policy is intended to protect employees as well as the Rudolf Steiner School of Ann Arbor because in extreme cases, violations of this policy also may result in personal liability.

Conflict Resolution

Despite all our best intentions, conflicts between colleagues do occasionally arise. To resolve such differences in a healthy and productive way, we have adopted the following procedure for dealing with conflicts between colleagues. The sole intention of the process is to find ways to help the individuals involved work through their differences and find areas of agreement that will allow them to work together productively. The conflict resolution procedure is intended to assist colleagues in good standing to resolve problems. It is not to be construed as part of our disciplinary procedures.

A faculty or staff member who is experiencing difficulties with a colleague is encouraged to try initiating a one-on-one conversation as a first step in resolving the problem. If a meeting cannot be arranged, it is recommended that the question or conflict be submitted in writing to the colleague with whom one is having difficulties. If one does not feel comfortable approaching a colleague directly, or if the result of the initial conversation was unsatisfactory to either party, the conflict resolution procedure outlined below can be requested by either party.

The Carrying Groups can also require faculty and staff members to enter conflict resolution if they feel that issues between colleagues are interfering with the work that needs to be done.

Faculty and Staff Conflict Resolution Procedure

The EC, LS and HS Carrying Groups are responsible for facilitating all internal conflicts. They are supported, as needed, by the College Chair.

They use the Community Support Process to help work through these types of challenges.

Once the Carrying Group has been contacted by a faculty or staff member needing support in a situation with a colleague a time will be scheduled to sit down together. A faculty or staff member is welcome to invite another faculty or staff member to join them if support is needed.

Once the information has been gathered the Carrying Group will:

- Contact the other involved teacher or staff member to get his or her input.
- Gather information and determine next steps.
- Respond to the person who raised the concern within seven days.

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

Anti-Bullying Policy

The 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 issue.

"Bullying" and "Harassment" are conduct that meet 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, which 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-today 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 health education curriculum, within a coordinated school health 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 the 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 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, as appropriate.
- 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 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 the 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 the basis of an anonymous report.

The School Administrator and the level Coordinator are responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the School Administrator and 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 of 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.

School Conduct Policy

We expect all adults in our community to have a fundamental understanding and commitment to the following:

- Teachers, administrators, and families want all children to learn in a safe environment.

- Teachers, administrators, and families must work together for the benefit of all students.

- All members of the school community deserve to be treated with dignity and respect.

- Everyone should be provided with an opportunity to resolve issues of concern rather than being exposed to public criticism.

In order to provide a peaceful and safe school environment, the school prohibits the following behaviors by adults:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone, or other written or verbal communication.

- Disruptive behavior that interferes or threatens to interfere with daily school operations.

- Threatening to do bodily harm or to damage the property of an employee, visitor, parent/guardian, or student.

- Damaging or destruction of school property.

- Defamatory, offensive, or derogatory comments regarding school employees or community members made publicly to others.

- Treatment of others that is rooted in biases towards another's identity.

If an adult is unable to resolve an issue directly with another adult, we ask that they bring the issue to their level coordinator or the School Administrator before involving other parents or faculty. We ask that any concerns regarding these matters be handled through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.

Violations of this policy will be handled through the Carrying Group of the level concerned.

Technology and Social Media Use

Electronic Communication and Internet Use

The following guidelines have been established for using the school-supplied technology, computer equipment, cell phones and email in an appropriate, ethical, and professional manner:

- School-supplied internet, equipment (e.g., cell phone, laptops, computers) and services may not be used for transmitting, retrieving, or storing any communications of a defamatory, discriminatory, harassing, or pornographic nature.
- The following actions are forbidden: using disparaging, abusive, profane or offensive language; creating, viewing or displaying materials that might adversely or negatively reflect upon the school or be contrary to the school's best interests; and engaging in any illegal activities, including piracy, cracking, extortion, blackmail, copyright infringement, and unauthorized access of any computers and company-provided equipment such as cell phones and laptops.
- Employees may not copy, retrieve, modify or forward copyrighted materials, except with permission or as a single copy to reference only.
- Employees must not use the system in a way that disrupts its use by others. Employees must not send or receive large files that could be saved or transferred via external drives. Employees are prohibited from sending or receiving files that are not related to work.
- Employees should not open suspicious e-mails, pop-ups, or downloads. Contact the IT department with any questions or concerns to reduce the release of viruses or to contain viruses immediately.
- Employees using shared computers must delete documents left on the desktop and must save documents to their personal folder on the school OneDrive.
- Internal and external e-mails are considered business records and may be subject to discovery in the event of litigation. Be aware of this possibility when sending e-mail within and outside of school.
- Employees should keep email messages short and concrete. Any message that contains emotional content is best communicated face-to-face.

Social Media Use

Social media includes such networking sites as Facebook, Instagram, Twitter, LinkedIn, YouTube, and Flickr as well as individual publishing sites known as web logs or "blogs."

The following guidelines are to be observed by all employees in the use of social media. Policy violations may result in discipline up to and including termination of employment.

- Official school communications regarding academic courses, students, and student or parent activities may not be conducted on social media.

- Any communication in the name of the school on social media (including text, tweets, links, photographs, and video) or any other form of mass communication, such as websites, should be coordinated by the School Administrator, Communications Director, or Admissions Director.
- Employees may not become a member of the social network of any current student at the school, or former student who is under the age of 18. For example, faculty may not "friend" a student on Facebook, either by initiating or accepting a "friend" request.
- Employees may not become a "follower" of a current student's blog.
- Employees may not engage in any communication on social media, including personal blogs, which mention or refer to students in the school in any manner that could constitute the release of a student's personal, academic, or medical information that is protected by applicable privacy laws.
- Employees will ensure that any uploading of photos or videos to the school's social media sites is consistent with the school's policy on the use of student photos and permitted by releases executed by their guardians.

See the School Social Media section for information on RSSAA's specific social media use.

Right to Monitor

All school-supplied technology and school-related work records belong to the school and not to the employee. The school has the right to routinely monitor the use of school-supplied technology. Inappropriate or illegal use or communications may be subject to disciplinary action up to and including termination of employment.

Use of Personal Computers

As a matter of best practice, we recommend against using personal computers on either campus as personal information can be inadvertently shared and equipment security cannot be guaranteed. Laptops are available on both campuses for work use.

Drug-Free Workplace

Unlawful possession, use, manufacture, distribution or dispensing of illicit drugs, controlled substances, marijuana, or alcoholic beverages by any school employee, during his or her work period, whether on the premises of the school or at any other site where the employee is carrying out assigned school duties, is prohibited.

Americans with Disabilities Act & Equal Employment Opportunity

An integral part of the school's policy to employ well-qualified individuals is to provide equal employment opportunities regardless of race, sex, sexual orientation, color, religion, national origin, age, veteran's status, disability, or gender identity. This policy of nondiscrimination and equal opportunity applies to all applicants for employment and to all employment practices, including but not limited to recruitment, promotions, transfers, compensation, benefits, training, and termination. If you need accommodation for a disability, please contact your immediate supervisor.

Employment Expectations & Conduct

General Agreements

- Each of us accepts the responsibility for establishing and maintaining healthy interpersonal relationships with our co-workers.

- We agree to speak promptly and directly to anyone with whom we have a problem and not to discuss it with another person except to receive help or advice in deciding how to communicate the difficulty to the person involved in an appropriate manner.
- We offer one another equal respect regardless of job titles or levels of educational preparation.
- We commit to finding solutions to problems.
- We affirm that each of us makes a contribution toward providing a quality Waldorf educational program.

General Expectations

- We expect each colleague to speak supportively of the work and intentions of the others and to accept the agreed-upon procedures of evaluation and conflict resolution. Concerns which arise regarding conduct or performance will only be handled within the agreed-upon policies and by the designated persons.
- We expect that teachers and other adults will demonstrate respect for our physical space by maintaining order and cleanliness within the classrooms, offices, and common areas, and will require the same of students.
- We agree to defer to the judgment of the chair or facilitator regarding conduct during meetings, the urgency of scheduling agenda items, comments being deemed out of order and when someone is speaking out of turn.

Code of Conduct

The following are examples, but not an exclusive list, of behaviors which will not be tolerated and could result in immediate discipline or dismissal:

- Physical force except as is necessary to restrain a child from hurting him/herself or others (including the teacher).
- Corporal punishment as a method of discipline.
- Use/influence of alcohol, marijuana, or illegal drugs in the workplace or during on- or off-site school sponsored activities when children are present.
- Sexual or other unlawful harassment.
- Any behavior which violates agreed upon contracts, policies, procedures, guidelines or terms and conditions of employment.
- Swearing or using other disrespectful language toward any student, parent, or colleague.
- Verbal abuse of children, disparaging comments made to a child either in private or in front of other children, disparaging of one adult by another in the presence of children or parents.
- Negative comments about the school or its people made within the hearing of parents, students, or the public.
- Leaving a class unsupervised except to deal with a true emergency (or for a brief restroom visit).
- Repeated tardiness or absence.
- Repeated or ongoing failure to carry one's share of the workload.
- Disruptive or explosive behavior.
- Violating the confidentiality of faculty meetings, College meetings, committee meetings, Board meetings, administrative meetings or internal workings and discussions. Also, disclosing confidential information about parents, students, or colleagues.
- Discussing problems the faculty member may have with a particular student in another class with other faculty members or the student's parents prior to discussing the problem with the child's teacher.
- Unsatisfactory job performance that is not corrected by an SIP process.

Training and Development

The Faculty Development Committee (FDC) assesses the need for workshops, mentoring, curriculum oversight and classroom visits. The Committee ensures and arranges for necessary professional development and training. It also ensures that mentoring is successful.

Mentoring and Evaluation of New Full-Time Teachers

- All teachers new to the school will typically be assigned a mentor for a period of one to three years at the discretion of the Faculty Development Committee. The nature and length of mentoring will be determined on an individual basis.
- New teachers will be observed at least three times by their mentor during the fall and will meet with their mentor on a regular basis. Additional observations from their mentor can be scheduled as needed.
- The first formal FET evaluation will take place during the fall. All FET visits result in a written report and a meeting with the evaluated teacher. The teacher will be fully informed of the outcome. FET reports are included in the personnel file of the teacher.
- After the fall mentoring and FET visits are completed, the new teacher will meet with the Level Carrying Team to review their progress and discuss any concerns.
- The FDC has created a manual, called *Guidelines for Mentoring at RSSAA*. All faculty who are either providing mentoring or being mentored will receive a copy.

Mentoring and Evaluation of New Part-Time Special Subject Teachers

- Mentors for new part-time teachers will be determined by the appropriate Carrying Group and FDC.
- The mentor will schedule at least one visit during the year, with more visits scheduled as needed.
- The first formal FET evaluation will take place during the fall. All FET visits result in a written report and a meeting with the evaluated teacher. The teacher will be fully informed of the outcome. FET reports are stored in specific FET files.
- In the High School, the Faculty Chair may make more informal evaluation visits over the school year.
- The appropriate Carrying Group will be advised of any issues regarding these teachers during the year. A meeting with the teacher may be required.

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.

Classroom Evaluation

The Faculty Evaluation Team, with the support of many faculty evaluators, ensures that there are classroom visits on a regular basis. If serious concerns arise about performance during an evaluation visit or if the recommendations are significant enough to require a second FET visit, then the Carrying Group is

asked to communicate with the faculty member and begin the Support and Improvement Plan Process (detailed below).

Support and Improvement Plans – Faculty Members

1. The Faculty Development Committee (FDC) and Curriculum Support Committee (CSC) in the Lower School exist to provide mentoring and curriculum support to teachers. The Faculty Evaluation Team (FET) performs regular evaluations of all employees. In HR processes, it is critical that these committees function optimally. The Pedagogical Integration Team (PIT) helps to coordinate these committee's activities and integrate them in a meaningful way.

2. The school recognizes that teaching in a Steiner School is a complex and nuanced task that takes many years to master. The school makes every effort to support new teachers and to address performance issues through mentoring, curriculum support, and evaluation and to separate the processes of mentoring and evaluation.

3. When concern about teacher performance rises to a level that cannot be addressed through the FET, FDC, and CSC work, or the Carrying Group becomes aware of a significant concern, the appropriate Carrying Group will develop a Support and Improvement Plan (SIP). In some cases, when an employee works in more than one Level (for example LS and HS), the Review Team will work with the Carrying Groups to help determine which Carrying Group will handle the SIP. Carrying Groups are responsible for implementing all SIPs.

4. A SIP will be written by the Carrying Group plus at least one experienced full-time teacher chosen by FET who has completed an FET evaluation of the teacher in question. If the concerns are not classroom related, then the FET member can be eliminated. The SIP will be created in discussion and collaboration with the teacher in question and may include the teacher's mentor if the teacher or Carrying Group feel this would be supportive. A SIP will include the following:

    a. A clear statement of the concerns and challenges the teacher is facing.

    b. A set of expectations the teacher is asked to meet to improve the situation.

    c. A support plan that may include mentoring, curriculum support, extra lesson support, or other appropriate support (*e.g.,* counseling, a brief leave of absence, etc.).

    d. A clear timeline for the school and teacher to implement the requested changes and receive additional feedback, support, and evaluation, and for the SIP to reach closure. The timeline will vary for different cases but must be sufficient for development and growth. A SIP will generally last from two to eight weeks.

    e. The SIP will be signed by the teacher and Carrying Group and becomes part of the teacher's employment record.

5. After the SIP has been agreed on and prior to implementation, the Carrying Group will meet with the Review Team who will ensure that all policies and procedures have been followed. The Carrying Group will work with the Review Team to determine a communication plan, if appropriate. This will include informing the College of Teachers that a SIP has been implemented, and may include, with the teacher's involvement and agreement, informing other colleagues and parents if it would be appropriate to coordinate support or reassure them about known concerns.

6. Evaluation of the employee's progress will involve the FET for classroom issues. The FET will select an experienced evaluator and will meet with them to ensure a useful and objective evaluation, which will be completed and then shared with the Carrying Group. At the end of the

agreed timeline, progress on the SIP will be reviewed. If the teacher and the school fulfill the commitments of the SIP, then the SIP will be closed. Upon closing, a summary which is agreed on and signed by the teacher and Carrying Group, will be placed in the employee's file. If the SIP cannot be closed, because the teacher has not met the conditions of the SIP, then the Carrying Group will consider the next best steps, which could include redesigning the SIP or moving towards separation of employment. If the SIP cannot be closed because of some unusual situation within the school, then the teacher will be supported in moving forward and the time limit expectations may be adjusted to allow the closing of the SIP.

Separation of Employment

Separation of employment can occur for different reasons.

- **Resignation:** We understand that varying circumstances cause employees to voluntarily resign from employment. Resigning part-time employees are encouraged to provide two (2) weeks' notice, preferably in writing, to facilitate a smooth transition. When full-time employees wish to resign, they should communicate with the Carrying Group who will work with them to manage the process and communication.
- **Job Abandonment:** Employees who fail to report to work or contact their supervisor for three (3) consecutive workdays shall be considered to have abandoned the job without notice, effective at the end of their normal shift on the third day. The supervisor shall immediately notify the Human Resources department to initiate paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible to receive accrued benefits and are ineligible for rehire.
- **Termination:** Employees of the school are employed on an at-will basis, and the school retains the right to terminate an employee at any time. Termination can take place:

    A. When a teacher or staff member violates the Code of Conduct

    B. For budgetary reasons, when a position cannot be supported financially.

    C. For failure to successfully bring closure to a Support and Improvement Plan (SIP)

    a. In the case that an employee is unable to meet the agreements in a SIP, the Carrying Group will convene to decide about separation. Decisions will be made by consensus of the Carrying Group as outlined in the College of Teachers Manual. Any decisions will be reviewed by the Review Team prior to implementation.

    b. The Carrying Group then communicates with the employee and manages the exit and communication strategy throughout the community, with the support of the Review Team. The College of Teachers will be informed about separation decisions before the community at large.

    D. For other reasons deemed necessary by the school

Return of School Property

The separating employee must return all school property at the time of separation, including cell phones, keys, computers, and school materials. Failure to return some items may result in deductions from the final paycheck.

Exit Interview

The separating employee is encouraged to contact the Business Office as soon as notice is given to schedule an exit interview.

Benefits Termination

Benefits terminate on the last day of the month of employment unless an employee requests immediate termination of benefits. Information for Consolidated Omnibus Budget Reconciliation (COBRA) continued health coverage will be provided to full-time employees. Employees are required to pay their share of premiums through the end of the termination month.

Rehire

Former employees who left the school in good standing and were classified as eligible for rehire may be considered for reemployment. An application must be submitted, and the applicant must meet all minimum qualifications and requirements of the position when required.

Approval from the College must be obtained prior to rehiring a former employee in a full-time or lead role. Rehired employees begin benefits just as any other new employee. Previous tenure will not be considered in calculating longevity or any other benefits.

An applicant or employee who is terminated for violating policy or who resigned in lieu of termination from employment due to a policy violation will be ineligible for rehire.

Section 4: Benefits & Services

This section of the Handbook briefly describes each school-sponsored employee benefit program. Employees may also receive Summary Plan Descriptions (SPDs) which describe certain benefit programs in greater detail. The SPD and the official plan documents contain full information regarding eligibility requirements, coverage limits, deductibles, premiums, and fees.

Please read the Handbook descriptions and SPDs carefully to understand your rights and responsibilities. Should a conflict arise between the official benefit plan document and SPD or this Handbook, the official plan documents will control in all cases.

The school reserves the right, at its sole and absolute discretion, to rescind or amend benefits, to change insurance carriers, or to require or change employee contributions toward premium costs, deductibles, or co-payments. The school may make such changes at any time, for any reason, and you will be notified of any such changes. The school cannot guarantee that benefits, as described below, will always be available.

Health Care Benefits

Full-time employees are eligible for medical, dental and vision insurance coverage effective on the date of hire. Once an employee is covered under the school plan, elections are fixed for the remainder of the plan year. Changes in family status, as defined in the Plan document, allow employees to make mid-year changes in coverage consistent with the family status change. Please contact the Business Office to determine if a family status change qualifies under the Plan document and IRS regulations.

During open enrollment, usually toward the end of the school year, employees may change medical, dental and vision elections for the next school year.

The Business Office is available to answer benefit plan questions and assist with enrollment as needed.

Medical, dental and vision coverage continues through the end of the month in which an employee terminates employment.

Group Life Insurance

Full-time employees are eligible for an employer-paid basic group term life policy with accidental death and dismemberment coverage. Each policy generally pays a death benefit equal to $50,000. Group life insurance coverage continues through the end of the month in which an employee terminates employment.

Disability Benefits

Short-Term Disability Benefits

Full-time employees are eligible for school-funded, short-term disability coverage that provides partial pay for employees who are unable to work due to illness, injury, the birth of a child, adoption or disability not related to work. Short-term disability must be approved by the Carrying Group in collaboration with the Finance Manager and is available for up to 90 calendar days. Requirements include a letter from a board-certified physician giving a specific diagnosis, test results and clinical findings which support the diagnosis, if available, and information about the prognosis or condition as it relates to capacity to work. It is the employee's responsibility to furnish the school with the necessary paperwork from their physician. The school reserves the right to request a second opinion at the school's expense.

Updated August 2024

If a married couple both work for the school and each wish to take leave simultaneously for an adoption or birth of a child, short-term disability is available for up to a combined total of 90 calendar days.

To return to work, employees may be required to submit documentation from a physician or licensed health care professional authorizing their return. This documentation is to be submitted to the Business Office.

Short-term disability benefits include calendar days 1-30 at 100% of salary and calendar days 31-90 at 60% of salary up to a maximum of $5,000 per month. Any time spent on short-term disability leave counts as part of the employee's FMLA leave. If further leave is authorized, coverage is continued on calendar day 91 by long-term disability insurance and eligibility is determined by the insurance company.

Payments are made on regularly scheduled paydays and the benefit is taxable income.

Long-Term Disability Benefits

Full-time employees are eligible for long-term disability coverage through an insurance carrier effective on the date of hire. Eligibility guidelines are set by the insurance company. To apply, an employee must contact the insurance company directly and provide all required documentation. If an employee is eligible and approved, the plan provides for monthly benefits of 60% of monthly salary to a maximum of $5,000 per month.

Family and Medical Leave Act

Upon hire, the school provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities Under the Family and Medical Leave Act.

The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If you have any questions, concerns, or disputes with this policy, contact the Business Office in writing.

General Provisions:

Under this policy, the school will grant up to 12 work weeks (or up to 26 work weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees as defined below. The leave may be paid, unpaid or a combination of paid and unpaid leave, depending on the circumstances of the leave and as specified in this policy.

Eligibility:

To qualify to take family or medical leave under this policy, the employee must meet the following conditions:

The employee must have worked for the school for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. Separate periods of employment will be counted, provided that the break in service does not exceed seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a written agreement, including a collective bargaining agreement, stating the employer's intention to rehire the employee after the service break. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor

Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

The employee must work in a work site where 50 or more employees are employed by the company within 75 miles of that office or work site. The distance is to be calculated by using available transportation by the most direct route.

Type of Leave Covered:

To qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

1. The birth of a child and in order to care for that child.
2. The placement of a child for adoption or foster care and to care for a newly placed child.
3. To care for a spouse, child, or parent with a serious health condition (described below).
4. A serious health condition (see A below) of the employee that makes the employee unable to perform the function of the employee's position.

A serious health condition is defined as a condition that requires inpatient care at a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care or as a condition that requires continuing care by a licensed health care provider.

This policy covers illnesses of a serious and long-term nature resulting in recurring or lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider within seven days of the onset of the incapacity and a second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits for treatment, such visits must take place at least twice a year.

Employees with questions about what illnesses are covered under this FMLA policy or under the school's sick leave policy are encouraged to consult with the Business Office.

If an employee takes paid sick leave for a condition that progresses into a serious health condition and the employee requests unpaid leave as provided under this policy, the school may designate all or some portion of related leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

1. Qualifying exigency leave for families of members of the National Guard or Reserves or of a regular component of the Armed Forces when the covered military member is on covered active duty or called to covered active duty.

2. An employee whose spouse, son, daughter, or parent has been notified of an impending call or order to covered active military duty or who is already on covered active duty may take up to 12 work weeks of leave for reasons related to or affected by the family member's call-up or service. The qualifying exigency must be one of the following: a) short-notice deployment, b) military events and activities, c) childcare and school activities, d) financial and legal arrangements, e) counseling, f) rest and recuperation, g) post-deployment activities, and h) additional activities that arise out of active duty, provided that the employer and employee agree, including agreement on timing and duration of the leave.

Covered active duty means:

- In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country.
- In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in Title 10 U.S.C. §101(a)(13)(B).

The leave may commence as soon as the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.) This type of leave would be counted toward the employee's 12-work-week maximum of FMLA leave in a 12-month period.

- Military caregiver leave (also known as covered service member leave) to care for an injured or ill service member or veteran.
- An employee whose son, daughter, parent or next of kin is a covered service member may take up to 26 work weeks in a single 12-month period to care for that service member.
- Next of kin is defined as the closest blood relative of the injured or recovering service member.

The term "covered service member" means:

- A member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation or therapy or is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.
- A veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

The term "serious injury or illness" means:

- In the case of a member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank or rating.
- In the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during a period when the person was a covered service member, a qualifying (as defined by the Secretary of Labor) injury or illness that was incurred by the member in line of duty on an active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Amount of Leave:

An eligible employee may take up to 12 work weeks for the first five FMLA circumstances above (under heading "Type of Leave Covered") under this policy during any 12-month period. The school will measure the 12-month period as a rolling 12-month period measured backward from the date an employee uses any leave under this policy. Each time an employee takes leave, the school will compute the amount of leave the employee has taken under this policy in the last 12 months and subtract it from the 12 work

weeks of available leave, and the balance remaining is the amount of time the employee is entitled to take at that time.

An eligible employee can take up to 26 work weeks for the FMLA military caregiver leave circumstance above during a single 12-month period. For this military caregiver leave, the school will measure the 12-month period as a rolling 12-month period measured forward. FMLA leave already taken for other FMLA circumstances will be deducted from the total of 26 weeks available.

If a married couple both work for the school and each wish to take leave for the birth of a child, adoption, or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a serious health condition, the married couple may only take a combined total of 12 work weeks of leave. If a married couple both work for the school and each wish to take leave to care for a covered injured or ill service member, the married couple may only take a combined total of 26 work weeks of leave.

Employee Status and Benefits During Leave:

While an employee is on leave, the school will continue the employee's health benefits during the leave period at the same level and under the same conditions as if the employee had continued to work.

Employee Status After Leave:

An employee who takes leave under this policy may be asked to provide a fitness for duty (FFD) clearance from the health care provider.

Use of Paid and Unpaid Leave:

All paid vacation, personal and sick leave runs concurrently with FMLA leave.

Leave for the birth of a child or for an employee's serious health condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA.

Intermittent Leave or a Reduced Work Schedule:

The employee may take FMLA leave in 12 consecutive work weeks, may use the leave intermittently (take a day periodically when needed over the year) or, under certain circumstances, may use the leave to reduce the work week or workday, resulting in a reduced-hour schedule. In all cases, the leave may not exceed a total of 12 work weeks (or 26 work weeks to care for an injured or ill service member over a 12-month period).

Certification for the Employee's Serious Health Condition:

The school will require certification for the employee's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave.

Certification for the Family Member's Serious Health Condition:

The school requires certification for the family member's serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave.

Certification of Qualifying Exigency for Military Family Leave:

The school will require certification of the qualifying exigency for military family leave. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave.

Certification for Serious Injury or Illness of Covered Service Member for Military Family Leave:

The school will require certification for the serious injury or illness of the covered service member. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave.

Recertification:

The school may request recertification for the serious health condition of the employee or the employee's family member when circumstances have changed significantly, or if the employer receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, the school may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence.

Procedure for Requesting FMLA Leave:

All employees requesting FMLA leave must provide the Business Office with verbal or written notice of the need for the leave. Within five business days after the employee has provided this notice, the Business Office will provide the employee with the DOL Notice of Eligibility and Rights.

When the need for the leave is foreseeable, the employee must provide the employer with at least 30 days' notice. When an employee becomes aware of a need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or the next business day. When the need for FMLA leave is not foreseeable, the employee must comply with the school's usual and customary notice and procedural requirements for requesting leave.

Designation of FMLA Leave:

Within five business days after the employee has submitted the appropriate certification form, the Business Office will provide the employee with a written response to the employee's request for FMLA leave.

Intent to Return to Work from FMLA Leave:

The school may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

Workers' Compensation Benefits

The school is covered under statutory state workers' compensation laws. Employees who sustain work-related injuries must immediately notify a School Coordinator.

Retirement Plans

Employee Eligibility for Retirement Plans

Any employee can make a pre-tax contribution to a TIAA Group Supplemental Retirement Annuity (GSRA) account beginning with the first payroll period administratively feasible after employment. The "window" periods during which an employee may change the dollar amounts or percentages of their contributions are around July 1, October 31, January 1, and March 1 of each year. The IRS sets limits regarding an

individual's maximum investment and enrollment with TIAA is required before deductions can begin. Contact the Business Office for the necessary forms. These contributions are immediately and 100% vested by the employee.

School's Contribution after Two (2) Years of Service

For employees who work at least 1,000 hours per year, who are 21 years of age or older and who have worked for the school for two (2) years, the school will contribute 3% of the employee's salary to a TIAA Retirement Annuity account. (This school contribution does not require an employee match and is subject to change annually.) The IRS sets limits regarding an individual's maximum investment and enrollment with TIAA is required before contributions can begin. Contact the Business Office for the necessary forms. These contributions are immediately and 100% vested by the employee.

Employees who work at least 1,000 hours per year, who are 21 years of age or older and who have worked for the school for two (2) years can also choose to contribute to the TIAA Retirement Annuity account through a payroll reduction. The IRS sets limits regarding an individual's maximum investment. Contact the Business Office for the necessary forms. These contributions are immediately and 100% vested by the employee.

Employees need to contact Heather Banet in the Business Office (hbanet@steinerschool.org) to start their account when they become eligible.

Tuition Remission

Full-time employees are eligible for Tuition Remission and pay 10% of one tuition, regardless of how many children attend the school, plus materials fees for all children. The 10% tuition remission calculation is made on the family's highest tuition.

Mileage Reimbursement

With advance approval, business mileage will be reimbursed at 50% of the current IRS approved mileage rate. The mileage reimbursement rate includes gas, vehicle maintenance, insurance, and other personal vehicle related costs. Mileage reimbursement for longer trips must not exceed the lowest cost of comparable coach airfare (e.g., advanced booking, Saturday stay-over).

Beforecare and Aftercare

When school is in session, PreK-8 childcare before 8:20 am and after 3 pm is free of charge for students who are children of employees only if employees are in the building during those times for required school business.

During camp, PreK-8 childcare before 8:20 am and after 3 pm is free of charge for students who are children of employees only if employees are conducting school business.

The school also provides childcare for the children of any part-time faculty asked to attend weekly faculty meetings. The following guidelines apply:

- Employees must register children at least 24 hours in advance.
- Care is only provided during the actual hours of the meeting.

All children of employees must be picked up promptly at 5 pm or late fees will be assessed.

Please note that children are not permitted to come to work with parents except in a rare emergency situation. Prior permission must be obtained from the Coordinator (for faculty) or School Administrator (for administrative staff).

Parent/Child Classes

Parent/Child classes are discounted by 75% for children of employees.

Camp

Camp is free of charge for students who are children of part-time or full-time employees who are attending required meetings (on either campus), working in an administrative capacity, conducting home visits for new students, or working at camp. (Note: if a meeting is for half of a day, the child can attend at no charge for half of a day, if an employee is contracted for 5 hours per week, the child can attend at no charge for 5 hours per week, etc.)

Camp is free of charge for students who are children of full-time employees who are on home visits.

Camp is free of charge for up to 3 days for students who are children of full-time employees who are on site and working on their classrooms or other approved projects.

Depending on camp enrollment, camp may be free of charge for students who are children of employees attending out-of-town renewal courses or classes.

Sick Days

Staying home to care for a sick child, spouse or parent is considered sick leave.

Full-Time Employees

Full-time employees receive twelve (12) days of paid sick leave annually. Staying home to care for a sick child, spouse or parent is considered sick leave. Sick days must be used for a personal illness of five (5) consecutive days duration or less. For an illness lasting longer than five (5) consecutive workdays, an employee may apply for short-term disability. (Refer to the Short-Term Disability section for criteria.) If an illness becomes a disability, sick days will be restored once the disability is documented and approved.

Tracking sick days is ultimately the responsibility of the employee. A written report of sick days taken during the school year is due quarterly and becomes part of the employee's personnel file.

Sick days for the entire year granted on July 1 of each year. Sick days do not accrue or roll over to future years.

Part-Time Employees

Part-time employees who are contracted to work a minimum of four (4) periods or at least twenty (20) hours per week throughout the year receive five (5) paid sick days per school year. Sick days are to be entered on the employee's timesheet and tracked by their supervisor.

Sick days for the entire year granted on July 1 of each year. Sick days do not accrue or roll over to future years.

Part-time employees who are contracted to work twenty-five (25) hours per week or more throughout the year receive one (1) hour of paid sick leave for every 35 hours worked (Michigan Paid Medical Leave Act (PMLA), Public Act 338 of 2019 as amended, effective March 29, 2019). If enough sick time has accrued, part-time employees can take up to 40 hours of paid sick leave per year. Sick days are to be entered on the employee's timesheet or an absence tracking form and tracked by their supervisor. Part-time employees who are contracted to work twenty-five (25) hours per week or more can carry over

unused, accrued paid sick time from year to year, up to a limit of 40 hours per year. Part-time employees who take more sick days than they have available will receive a reduction in pay.

Inclement Weather Days

Part-time employees will be paid if they are scheduled to work on the day school is closed due to inclement weather. Inclement weather day hours are to be entered on the employee's timesheet based on the scheduled number of hours for that day. Inclement weather days will only be paid if entered on the timesheet for the month in which they occurred.

Vacation Days

Full-time Administrative employees receive 21 paid vacation days per year.

Part-time Administrative employees receive 10 paid vacation days per year.

Vacation days for the entire year are granted on July 1 of each year. Any unpaid vacation will be paid out on an employee's final paycheck when they leave the school voluntarily.

Employees are responsible for scheduling vacation days with their Coordinator's approval and all vacation must be taken by August 15 of the following school year. Vacation days cannot be accrued and carried into the next year. Tracking vacation days is ultimately the responsibility of the employee. A written report of vacation days taken during the school year is due quarterly and becomes part of the employee's personnel file.

Faculty members do not have vacation days but can arrange for time for necessary professional development or other needs with their level coordinators.

Personal Days

Full-time employees receive two (2) days of paid personal leave for appointments and personal business per school year.

Tracking personal days is ultimately the responsibility of the employee. A written report of personal days taken during the school year is due quarterly and becomes part of the employee's personnel file.

Personal days do not accrue or roll over to future years.

Calculation for the use of Sick and Personal Days for Full-Time Faculty

Lower School

At the Lower School (LS), the school day is divided into 6 periods. Main Lesson is considered 2 periods. For classroom teachers, the 5 regular periods are each considered 1 period. For Early Childhood teachers, each 40-minute portion of classroom time is considered 1 period. For Special Subject teachers, each 45-minute class is considered 1 period. Sick and personal days are calculated in one-quarter, half, and full days. The relationship between the periods and days for the LS is as follows:

1 or 2 periods (or less)	= 1/4 sick or personal day
3 or 4 periods	= 1/2 sick or personal day
over 4 periods	= 1 sick or personal day

High School

Sick and personal days are calculated in one-quarter and one-half days. The relationship between periods, Main Lesson, and afternoon block for the High School (HS) is as follows:

Main Lesson	= 1/2 sick or personal day
Each single period	= 1/4 sick or personal day

<u>Per Diem Calculation</u>

If a full-time employee exhausts all sick and personal days, pay is reduced by the annual salary divided by the number of workdays in the year for each day or additional absence.

It is understood that full-time faculty carry additional responsibilities beyond classroom hours. Using less than either a one-quarter day or a one-half day requires that you be present and available for the remaining hours of the day. Applying personal days in any other manner requires approval by the Carrying Group.

Professional Days

Professional days are days used to attend conferences or seminars or observe another classroom and are not considered sick or personal days. The EC, LS or HS Coordinator reviews and approves requests for professional days.

Compassionate Leave

Full-time employees may be granted up to five (5) paid days of compassionate leave to attend the funeral of an immediate family member (parent, spouse, significant other, child, sibling, etc.) or to take care of business resulting from a personal tragedy. The Carrying Group considers requests for compassionate leave.

Office Closures

The school's administrative offices will be closed two weeks out of the year – the week that includes July 4th, and the week between Christmas Day and New Year's Day. Full-time Administrative employees will receive these days as paid days off.

Leave of Absence

Full-time employees must receive prior permission from the Carrying Group to take discretionary time off (i.e., to get married or take an extended vacation). Application forms for discretionary leave are available in the front office at both campuses and must be returned to the Carrying Group for consideration.

Discretionary time off is not paid leave. Remaining personal days must be used to cover the absence. If personal days are exhausted, pay will be reduced based on the usual per diem rate for absences for the number of days off not covered.

Compensation for substitute teachers may be necessary due to extraordinary circumstances such as extended jury duty leave or if the full-time employee receives compensation from an outside source. Such situations will be considered on a case-by-case basis by the Carrying Group.

The following criteria are considered by the Carrying Group when evaluating a request:

- The program scheduled for the students cannot be compromised.
- Your colleagues agree that your absence will not place an unfair burden on them.
- There can be no cost to the school with the exception of absence due to a religious holiday.

You will be charged for the cost of substitutes once your personal days are exhausted.

If granted, a religious holiday absence will be at the expense of the school.

It is the employee's individual responsibility to follow steps 1 through 7 below to communicate one of these planned leaves of absence: Discretionary Absence, Personal Day, Jury Duty, Professional Development, Religious Holiday.

Step 1	Complete a Leave of Absence Request form. See Appendix A.
Step 2	Bring completed form to faculty meeting for feedback and coordination.
Step 3	Finalize the form and submit to Carrying Group at least six weeks prior to the leave, if possible.
Step 4	Arrange for coverage of your classes by other faculty or substitutes (with the support of the EC, LS, or HS Coordinator) as needed.
Step 5	Communicate the coverage plan to the EC, LS, or HS Coordinator.
Step 6	Communicate with anyone who might be affected such as other teachers, office staff, assistants, parents.
Step 7	Make sure the leave of absence is tracked by the Coordinator who is responsible for communicating with Business Office if and when an employee's personal days and/or sick days are used in full.

It is the employee's individual responsibility to follow steps 1 through 4 below to communicate one of these unplanned leaves of absence: Sick Day, Compassionate Leave, Personal Day.

Step 1	Alert the Front Office Administrative Staff immediately so that they can track the absence.
Step 2	Indicate what type of absence you will be taking, as well as the length of time you anticipate being out.
Step 3	The Coordinator is responsible for communicating with the Business Office if and when an employee's personal days and/or sick days are used in full.
Step 4	Contact the EC, LS or HS Coordinator who will work with the employee to: - Arrange for coverage of classes (e.g., retain substitutes, if needed) and - Communicate with colleagues that might be affected, such as other teachers, office staff, assistants, parents

Sabbaticals

Full-time employees are eligible for a 3-month (12 weeks) sabbatical after 10 years of continuous employment in which a paid sabbatical has not occurred. Current salary and benefits are paid at 100% during the sabbatical.

Part-time employees who work 20 hours per week or more in lead roles are eligible for a 3-month (12 weeks) sabbatical after 10 years of continuous employment in which a paid sabbatical has not occurred. Current salary and retirement benefits are paid at 100% during the sabbatical.

Section 5: Full Time Faculty

Teaching Expectations:

The minimum workload for full-time faculty is 40 hours per week during the school year. The minimum contact (classroom) hours are:

- 18 contact/teaching hours/periods per week by Early Childhood and Special Subject teachers at both campuses
- 27-36 weeks of Main Lesson at Lower School and 6-11 additional class/periods per week
- 22-24 weeks of Main Lesson at High School and/or Middle School and 3-7 additional classes/periods per week

In addition to teaching periods the following work is expected as part of teaching workload:

- Attending and chaperoning field trips that involve a class you teach or to support another teacher in meeting necessary student/teacher ratios.
- Participation in admissions interviews and processes as requested by the level Coordinator.
- EC – Afternoon lead presence in the building to support assistants
- LS – Recess duty coverage
- LS – presence at arrival and dismissal to support students as they come and go.
- HS – sharing of lunch and snack coverage, and presence at beginning or end of day to support healthy high school activity.
- HS – lead or direct a minimum of one extracurricular activity within the year (club, sport or academic extracurricular)
- All areas – stepping in when there are coverage emergencies and unexpected gaps, ensuring that students are never left unsupervised.

Non-Teaching Expectations:

- Serve on at least two committees as determined with the Carrying Group each year (first year, 1st grade, and 8th grade teachers are exempt from this expectation)
- Adequate classroom preparation
- Attend faculty meetings in the appropriate part of the school. Faculty teaching in two areas (such as LS and HS) should attend at least one meeting a week, alternating between campuses.
- Write year-end reports (EC and LS) and block reports (MS and HS) within guidelines and time limits set by the administration of the relevant area of the school.
- Attend beginning of the year and end of the year meetings.
- Attend school functions – Required (if you are unable to attend you will need to use a personal or sick day):
- August planning days
- Board-Faculty meetings.
- June wrap-up days
- Attend school functions – Requested (if you are unable to attend you will need to ask the Faculty Chair for an excused absence):
- Open Houses
- Parent meetings and events as relevant to your classes
- Assemblies at the LS (LS teachers)
- Appreciation Events
- Eighth Grade Honors Evening (all LS teachers and EC/HS as available)
- HS Graduation (all HS teachers and LS/EC as available)

- Festivals

On-Site Requirement

When school is in session, EC and LS faculty members must be on-site and available at least 25 hours per week. HS faculty members must be on-site and available at least 25 hours per week unless they are not teaching a main lesson, then reduced on-campus time should be cleared with the Coordinator and regular responsibilities (such as lunch coverage) should be fulfilled. Full-time faculty members are expected to reserve school and meeting hours for school business (i.e., substitute teaching, special meetings etc.). Employment outside the school should not be scheduled during these hours.

Committee Work

To make the distribution of work fair and reasonable, full-time faculty members are expected to serve on at least two committees and to share in the division of other faculty responsibilities including recess duties and substituting for others. Assignments are made during the June meetings and are made in collaboration with the Carrying Group. First year teachers, Grade 1 and Grade 8 teachers are excused from Committee work to allow them to fully focus on their own classroom. College participation is a voluntary act and does not count as a committee.

Full-Time Shared-Time Services Employee Expectations

- Meet the requirements of full-time faculty except for Committee work.
- Attend one faculty meeting per week.
- Attend the June and August meetings as agreed upon with the Carrying Group
- Follow all policies in the RSSAA Employee Handbook

Full-Time Employees and Additional Work for Additional Pay

Carrying Groups for each level are given the discretion and authority to approve additional compensation for full-time employees who take on work beyond their full-time position under the following circumstances:

- The employee is fulfilling all the expectations of a full-time employee in their specific role.
  - They are carrying the appropriate amount of teaching.
  - They are participating in at least two committees or administrative roles.
  - They are attending faculty meetings and other faculty events regularly.
  - They are engaged in appropriate levels of parent communication (meetings, conferences, etc.)
  - They attend all required community events (open houses, concerts, etc.)
- The employee is managing their present position successfully and has not had a Support and Improvement Plan within the past twelve months.
- The position to be taken on by the full-time employee for additional compensation is a position that has been fully budgeted and would be posted and filled by a part-time employee if the full-time employee was not assigned to it.
- The schedule of the full-time employee clearly allows the time needed to play the additional role. There will be no need for substitution or the hiring of additional part-time employees to cover any double-booked time.

When an employee qualifies for this additional work, it can be assigned in the following ways:

- A full-time employee can apply for a posted part-time position. The Carrying Group will then make the decision about whether the full-time employee is the right candidate before the Hiring Team starts the hiring process from other applications.
- A full-time employee can approach the Carrying Group to ask if there are any upcoming possible part-time positions that they could fill. The Carrying Group can then decide not to post a part-time position if the full-time employee is the right fit.

Note: A full-time employee who wishes to apply for additional work in another level of the school (for instance an Early Childhood teacher applying for a part-time role at the High School) needs to inform both Carrying Groups (EC and HS) who will make the final decision together.

Year-End Reports

Lower School

Year-end reports for Early Childhood through Grade 8 are a description of the curriculum that was covered during the year and an in-depth report on each child's individual classroom behavior, academic strengths and weaknesses, areas of improvement, social development, etc. Special Subject and Class Teacher reports are due 10 days after the last day of classes. The reports will be sent to families within five days. Block reports for each main lesson block are sent out after each Middle School (Grade 6, 7 and 8) block. Class Teachers are responsible for ensuring that visiting teachers complete these reports. Administration is responsible for distributing them to parents in a timely manner.

High School

HS reports are sent out following each Main Lesson block and at the end of each subject and art class. Quarterly reports are sent home for year-long subject lessons (math, foreign language, music, chorus, movement). Reports are a comprehensive summary of the student's relationship to the subject and will include feedback about the student's written work, performance in class and overall grasp of the subject. Reports should also include a description of the curriculum that was covered along with student strengths and areas that need improvement. These reports will form part of the student's permanent record and will be an integral part of the student's HS transcript. HS reports are due in the HS office ten days after the class or quarter ends. Final HS reports are to be mailed out by July 5, at the latest.

Office staff: All reports are to be mailed within one week of receipt.

Other Opportunities

Full-time faculty are encouraged to participate in additional aspects of school life to the extent they are able. Such participation is vital to the school's health. Opportunities for participation include:

- Study groups
- Board of Trustees
- AIMS (Association of Independent Michigan Schools)
- AWSNA (Association of Waldorf schools of North America)
- ISACS (Independent Schools Association of the Central States)
- College of Teachers
- HS extra-curricular clubs or activities
- Work during the summer, winter, spring, or holiday breaks.

Enrollment Responsibilities and Guidelines

Lower School

A complete description of the school's enrollment procedure is available from the Admissions Director. When an application is submitted for one of the grades, the admissions director will notify appropriate Coordinators and the Class Teacher, and the application will be available for their viewing through the updated, grade appropriate admissions spreadsheet.

The Class Teacher, and an EC or LS Coordinator, conduct the interviews. If there is a question about class placement because of the child's age, the colleague that teaches the other age-appropriate class should assist with the interview. It is the level coordinator's responsibility to let the Admissions Director know whether or not the student is accepted for admission and what the appropriate grade placement should be. If needed, the Student Support Coordinator may be consulted.

Additional admission criteria apply to students entering the upper grades (5-8). Two letters of recommendation must be submitted by the student's current/former teachers or counselor. Any student enrolling in an upper grade must agree to participate in at least one World Language and music class without causing any distraction or disruption. Separate classes will not be offered. Exceptions to this policy are at the discretion of the Class Teacher.

Any students applying to RSSAA for Grade 1 will be asked to visit the current first grade during the second semester. For current RSSAA EC students, decisions about Grade 1 readiness are made in the spring. Students who are "borderline" for moving on to Grade 1 will be further assessed by a team consisting of the kindergarten teachers, Grade 1 teacher (if available) and the Leadership Team of the Care Coordinating Group. Both the Early Childhood and Grade School Carrying Groups will be involved, and the final decision will rest with the Grade School Carrying Group, with input from the Care Coordinating Group Leadership Team and the Grade 1 Class Teacher (if available) The Grade School Carrying Group will coordinate the placement evaluation process and will be responsible for scheduling the necessary meetings and communicating the school's decision to the parents.

The Finance Office sends out contracts. If the class is full and the child is accepted into a waiting pool, the Admissions Director will send out the appropriate letter. It is against school policy to contract families that have not gone through our formal admission process and filled out the appropriate paperwork. If teachers are contacted directly by a family interested in our program, the teacher should initiate the conversation, gather information, and then work with the Admissions Director and Lower School Coordinator on next steps.

High School

The High School believes it is important for a student to want to attend our school. The HS is looking for students who are self-motivated, who have the necessary will power to complete tasks, who are open to the breadth of our program, and who welcome the challenge that is offered by our Main Lesson curriculum. HS application materials include information from the student, the parents, at least two recommendations and current transcripts. When the HS Coordinator or Admissions Director is contacted by an interested student, that student's family is invited to an admissions conversation with the Admissions Director. Following this conversation, parents/guardians are invited to attend a tour. Following the admissions conversation, a family is welcome to apply. Unless there are serious concerns raised in the application, the applying student is invited to a two-day admissions visit. During the admissions visit the student shadows in the classroom, completes assignments, will take a basic-skills test, and have an interview with the Coordinator and at least two full-time faculty members. After the visit, the interviewing team meets to review the application and decide on admission. If the application is complicated or there are serious questions about the candidate's capacity to be successful at the High School, it is presented to all full-time HS faculty members for a final decision.

Consensus Decision Making at RSSAA

The College of Teachers and faculty agree to utilize consensus decision-making as a method of reaching agreement for important decisions. A core value of the school is to include full-time faculty and administration in important decisions. Depending on the type of decision, HUB will help direct the decision-making process to the correct group, which could include the College of Teachers, the faculty of one level of the school, HUB, or the Carrying Group of the appropriate level. Consensus does not mean that everyone must be completely satisfied with the final outcome. Total satisfaction of everyone involved in the process does not occur in every situation. The decision, however, must be acceptable enough that all will agree to support the group in living with the decision. In a consensus decision, each member of the group should be able to say, "I can live with that."

Process for Consensus Decision Making

To make good use of limited meeting time, the following process is used for making decisions requiring consensus decision making. The amount of time between meetings will typically be a week for most groups with regularly scheduled meetings but may be accelerated if needed in time-sensitive situations.

First meeting: At the first meeting, the agenda item is introduced. The chair or appropriate people explain the issue and give a timeline for when the decision must be made. Written materials should be carefully prepared and presented for group members to consider.

Second meeting: The second meeting will occur after individual group members have had time to read the written materials and think about the item, generally after at least one intervening night. The idea of "sleeping on it" is seen as a key practice in reaching thoughtful decisions. At the second meeting, the topic is discussed with the idea of gaining as many points of view as possible. In some instances, the group may choose to decide in the second meeting if all members feel comfortable with moving ahead or if a decision is urgent and consensus can be reached, though generally a decision will not be made until the third meeting.

Third meeting: The third meeting, after having had at least one additional night to reflect on the discussion from the previous meeting, group members come to a proposed decision. Ideally, a proposal will come out of a deep interest in listening to each member of the group. It is the task of the College Chair and each College member to determine if a proposal that everyone can live with has arisen. In the College, faculty, or HUB, decisions can only be made when a 2/3 quorum of the active College membership is present. Ideally, Carrying Groups should make decisions only when all members agree. Chairs may seek approval from members not able to be at meetings. Major decisions should include all group members whenever possible. If consensus cannot be reached, the groups should table the item and bring it back for discussion the following week. Additional work outside of the meeting can be assigned to a committee or small group to facilitate the process of working through issues.

<u>Blocking:</u> Blocking a decision is rare. If a group member feels strongly that the decision being proposed is harmful to the school, he or she may choose to block the decision from moving forward at that meeting. The reasons for the block must be clearly stated. Over the ensuing days and week, the member blocking and other group members should work toward a decision acceptable to all.

<u>Standing aside:</u> Standing aside is a more common response for group members who disagree with some part of a decision. When voting, a group member may state that they stand aside on a decision. The member should clearly state the reasons for not supporting a decision. Standing aside means that a member is concerned but will trust the judgement of the group over their own personal opinion. When two or more members choose to stand aside in a decision, the group chair should strongly consider putting off the decision until another meeting so the decision can be more fully supported.

Fourth meeting and beyond: Though working through consensus is time consuming, some critical agenda items may need additional time. The chair and group members should be sensitive as to the importance of decisions and how much time should be given. In this case, an agenda item may be brought in a fourth meeting.

However, if a consensus decision still cannot be reached because there is a block, the group chair must determine if this is a time sensitive issue. If members of the group believe the issue is time sensitive and a decision cannot be further delayed, then the chair will call for a vote to validate the time sensitive nature of the issue. If ¾ of the members present agree that the issue is time sensitive, then the issue at hand will be put to a majority vote. For a majority vote to move forward, a quorum of 2/3 of the current group's membership must be present. A majority vote will pass when 2/3 of the members present at the meeting vote in favor of the resolution. Note that in a rare instance, a 2/3 quorum and 2/3 majority vote could occur, but less than 50% of the group could be voting in favor, in which case the decision would not be valid. Therefore, for a majority vote to be valid, more than 50% of the group members need to vote in favor of the resolution.

In the case of a major decision by the College of Teachers, if the College is deadlocked on a time sensitive issue and a majority decision cannot be reached, the issue will be referred to a joint session of the Executive Committee of the Board plus the College. This group will follow the same consensus decision making process as outlined here.

Beyond the commitment of time, working toward consensus requires the willingness to attend to one's own attitudes and feelings and other group members' attitudes and feelings. As Marjorie Spock noted in her essay, "Group Moral Artistry":

"Listening is the art of opening oneself to what lives in another's spirit. Groups that foster the fundamental social art of listening create a common higher consciousness. From this level of attentiveness to self and others, we create an environment for useful truths to emerge. This is the essence of decision making."

Professional Growth & Development

Anthroposophical Study

Anthroposophical study as a foundation for our teaching is part of our regular faculty meetings. Teachers are also encouraged to attend outside lectures and/or study groups.

Conferences

There are typically a number of conferences during the school year and in the summer that Employees are strongly encouraged to attend. Notices of these conferences are posted. Teachers interested in attending a particular conference should submit a request in writing to the Faculty Development Committee Chair. There is a budget for attending conferences, and the Faculty Development Committee, in discussion with the faculty or the Administrator (for Administrative Staff) is responsible for allocating these resources.

Full-time teachers, together with the Faculty Development Committee, decide which colleagues will represent our faculty at the various conferences that are offered throughout the year.

Continuing Education

Teachers are expected to actively pursue a program of continuing education through conferences and course work.

All new faculty members must meet with the Carrying Group to review their professional training and to establish a plan for completing any necessary requirements. Faculty members should also continue to

advise one another about course work that has been helpful to them in their own teaching. The Faculty Development Committee will periodically review the continuing education files.

Classroom Budgets

Special Budgets

There are amounts budgeted for events such as the Grade 5 Pentathlon, Grade 6 May Day, Grade 8 Play and Honors Evening, and Grade 12 Graduation. Teachers responsible for events should ask the EC, LS or HS Coordinator about budgeted event funds and plan spending accordingly. Account balances can be obtained through the Business Office.

Special Subject Teachers should inquire with the EC, LS, or HS Coordinator about budgeted funds for their classes and plan spending accordingly. Account balances can be obtained through the Business Office.

If an unbudgeted need for books or supplies occurs during the year, requests can be made to the Finance Committee through the EC, LS, or HS Coordinator.

Submitting Receipts for Purchases Made with School-Issued Credit Cards

Divvy is an expense management app which will help us better manage purchases made with school-issued credit cards. Instead of delivering hard-copy receipts to the Business Office, you will take pictures of receipts using your phone and upload them directly to our expense management system via the Divvy mobile app or website. Any employee who needs it will receive training during the school year.

Reimbursements

It is highly recommended that teachers and staff make purchases through suppliers already established with the school. If a purchase is made that requires reimbursement, detailed receipts are required, and reimbursement requests will be honored within 60 days of a purchase. Because the school is a non-profit organization, we do not pay sales tax on purchases. Therefore, sales tax will not be refunded.

Please complete our online Reimbursement Form to request your reimbursement. Save this link for future reimbursement requests: https://rssaaexpense.paperform.co/

All reimbursement requests for a specific school year must be made by July 10.

Class Funds for Field Trips

Field trip costs are covered by tuition funds. Teachers are responsible for coordinating payment with the level coordinator.

Section 6: Part-Time Faculty

Lower School

Teachers who greet a class after morning recess should check with the Class Teacher about who is responsible for bringing the children in from the playground. Daily schedules, which state the beginning and ending time for all periods, as well as where each class can be found at any time, are posted in the front office.

Assistant Positions: Grades 1-8 and Early Childhood

Grades 1-8

In the Lower Grades, the Grade 1 assistant will be hired for the full day (until 3:20 pm) and will have a break during the day to maintain a schedule of no more than 29 hours per week. Assistants in the other grades will have a schedule set by the teacher depending on the needs of the class. An assistant may be assigned to a class if deemed necessary by the Class Teacher and the Carrying Group. Assistants also have responsibility for assisting during recess times.

If a Class Teacher is absent and the assistant becomes the substitute, this is considered an opportunity to gain experience, and the assistant will be compensated at the approved substitute rates.

When substituting for a Class Teacher, assistants are expected to work the teacher's regularly scheduled hours. For the half-day lower grades assistant, this includes at least Main Lesson and recess. Substitute hours must be tracked on the appropriate substitute timesheet. Assistant pay will be replaced by substitute pay for hours spent substituting.

Early Childhood

Early Childhood assistants will be given a set schedule upon hiring. Early Childhood assistants are expected to attend monthly assistant meetings and to assist and support the Early Childhood faculty with a minimum of two events. This time will be compensated, and the schedule will be discussed before the school year begins. Assistants are expected to attend the August Orientation Meeting and selected Early Childhood meetings and will be compensated.

If an Early Childhood Teacher is absent and the assistant becomes the substitute, this is considered an opportunity to gain experience, and the assistant will be compensated at the approved substitute rates. When substituting for an Early Childhood Teacher, assistants are expected to work the teacher's regularly scheduled hours and work the regular Early Childhood day. Substitute hours must be tracked accordingly. Assistant pay will be replaced by substitute pay for hours spent substituting.

Early Childhood Collaborative Assistant Status

Experienced, skilled, and well-trained Early Childhood assistants are an asset to our school, the children, and the Early Childhood program. We want to continue to increase assistant knowledge, skills and retention and recognize their years of service with a status called Master Assistant. The Master Assistant position includes a pay increase to make it more possible for them to stay in the work.

A. For assistants in their first two years, the following will be their terms of employment

- EC Class Assistants: $18 an hour starting pay with a .50/hour increase in the second year.
- EC Afternoon Assistants: $15 an hour starting pay with a .50/hour increase in the second year.

- Assistants are scheduled by the Early Childhood and Lower School Coordinators with care and attention, but at the need of the program, for between 10 and 29 hours per week.

During their first two years, assistants can choose to complete the following requirements to become Collaborative Assistants in their third year:

- CPR and First Aid Training
- Blood Borne Pathogen Training
- Attend all Early Childhood Assistant Meetings/Trainings in each of the two years - an assistant can miss one training with permission from the Early Childhood Coordinator
- Read and journal a curriculum set by the Early Childhood Carrying Group over the two years - essentially an article a month throughout the school year.
- Participate in at least two festivals each year (hours will be compensated)

B. For assistants who have completed two years of work for RSSAA and completed the requirements above, the following will be the terms of employment as a Collaborative Assistant

- An annual stipend of $250 per Collaborative Assistant for training (online, Waldorf teacher education, local mainstream program offering). Registrations or payment must be made by the school.
- Collaborative Assistant schedules are determined in the spring (for the next school year) by the Early Childhood Coordinator with care and attention in order to meet the needs of the assistants and the needs of the program.

Attendance Policy for Early Childhood/Grades Assistants

Attendance for assistants will be evaluated on a case-by-case basis by the EC/LS Chair, EC/LS Coordinator and Lead Teacher of each class. The need for consistent attendance is a pillar of the health of the program.

The following issues will impact on an Assistant's employment. If an Assistant:

- misses too many days.
- has unexcused absences.
- does not work hard to get coverage when they are out.
- does not call if coming in late.

We will all work together to ensure consistent staffing for the health of the program. Assistants need to work very closely with their Leads to communicate about their attendance.

The process with too many missed days is:

1. A written or verbal warning
2. A Support Improvement Plan (SIP) will be written and signed by the Assistant.
3. Termination if the situation does not markedly improve according to the SIP.

High School

Student Evaluations

Written evaluations are used to notify parents and students of a student's performance in class. Templates are emailed to faculty by the Registrar before the class ends. For documents to look uniform, teachers are asked to use the same heading and format when writing evaluations. The schedule for turning in evaluations is as follows:

Block Classes (Main Lesson, Subject Lesson, and Art Blocks)

Evaluations are due ten days after the last class in the block.

On-Going Classes (Math, Language, Music, Movement)

Evaluations are due ten days from the last day of each quarter.

Turning in Evaluations

These reports are to be turned in or emailed promptly to the Registrar and must be complete. Teachers should check the appropriate box in the upper right for credit or no credit. We discourage teachers from giving incompletes, as this causes students to fall behind in other work. Part-time teachers who have questions regarding these procedures should speak to the HS Pedagogical Coordinator.

Concerns to Take to the Faculty Chair and/or Coordinator.

- Academic and behavioral challenges involving individual students.
- Difficulty with an individual student (done promptly so teacher and department head can work together to execute a plan of action)
- Classroom management techniques
- Evaluation content involving individual students.

Admissions Visits

Throughout the year, students interested in possible admission to the HS, as part of the admissions process, spend one to three days visiting the school. With the visitor's input, the admissions staff and office staff create a class schedule for each visit.

Parent - Teacher Conferences

HS parent-teacher conferences are scheduled in November. Part-time teachers will be scheduled for meetings. There are progress report forms in the office that may be sent to parents when a student is struggling. Teachers should mail one home on any student who is in danger of failing a class, preferably before he/she has reached a point of no return.

Additional Meetings

Part-time faculty members are required to attend the orientation meeting prior to the start of school. They are warmly invited to attend the bi-weekly faculty meetings. This is a great opportunity to meet together, share experiences and class concerns, and deepen the understanding of Waldorf pedagogy.

School Rules

All part-time teachers should have a copy of the School Handbook, available in the front office. Teachers and students are expected to read the School Handbook.

Ordering Texts, Teaching Materials and Supplies

Teachers who need to order texts, teaching materials or supplies should speak to the HS Coordinator before making any purchase to make sure it is budget approved. Teachers should work with the office to obtain a purchase order, reimbursement, etc. For basic office supplies see the Office Staff.

Section 7: Faculty-Parent Relations

Working Relationship Between Teacher and Parents

Parents are an integral part of our school community. The faculty acknowledges that parents have entrusted us with the shared responsibility for the well-being of their children. It is essential that faculty members develop working relationships with parents that reflect this shared responsibility. The foundation for this relationship is communication, both written and verbal, and a willingness to listen openly to the concerns and ideas of the parents. It is through these avenues of communication that problems can be prevented, and misunderstandings avoided.

Communication with parents can be both formal and informal as outlined below.

Communication

Home Visits (PreK-8)

Classroom Teachers may arrange home visits with their new students and their families in the summer months before school starts. These visits allow the teacher to meet the child in their home environment, providing both an early, individual connection for the student, family, and teacher, as well as increasing the teacher's awareness of the student's home life. Although it is ideal for the Class Teacher to visit each child in their class before the school year is underway, this is sometimes not possible. Visiting those whom colleagues identify as especially in need of a visit is a good beginning. It is important to keep a log of mileage used for home visits. The school will reimburse at the IRS rate when requested by the teacher (See page 58 Mileage Reimbursement).

Parent Meetings

These class meetings should occur several times during the school year, and are designed to share information with the parents about the curriculum, class group dynamics, clarification of goals for the school year, homework, Special Subject teacher presentations, etc. They also provide an opportunity for parents to ask questions or express concerns about issues in the classroom. Class meetings should also provide an opportunity for teachers to deepen the parent's awareness and experience of the Waldorf curriculum. Class parent meetings also serve to create a sense of classroom community, which is essential to the health of the whole school.

EC and LS meetings should occur a minimum of three times during the school year. If rescheduling is necessary, parents should get at least two weeks' notice if possible. It is helpful to have a clear agenda for the meeting. Some teachers have found that parent participation is encouraged if parents are invited to submit their concerns ahead of time to be put on the agenda.

HS meetings are usually organized twice a year. Announcements and information applicable to all the HS grades are shared and discussed, and then parents are invited to divide into groups, led by HS staff members, to discuss curriculum and concerns of each particular grade.

Parent-Teacher Conferences

These regularly scheduled conferences usually occur in November and February for the LS and November for the HS. These meetings allow for an in-depth conversation about the individual student with the parents. Participation from both parents should be encouraged. Under some circumstances (divorce, separation, etc.) conferences with each parent may have to occur separately. Main Lesson books, artwork, etc. can be shown and discussed. The Golden Eagle Games and Pre-School Assessments are discussed with Early Childhood families with children who have participated in them.

For Grades 1-8, input from Special Subject teachers should also be integrated into the discussion and/or conference times can be offered to parents with the Special Subjects Teachers. Parents of HS students are encouraged to schedule conferences with any of their student's full or part-time teachers during the HS conference days.

Any concerns about student performance, ability or behavior which might lead to dismissal, retention, outside counseling, or other kinds of follow-up should be raised first in these conferences. Parents should never get bad news in writing until they have heard from the teacher in person.

Learning disabilities or other learning concerns are addressed in accommodation plans and reviews. There is an academic probationary process, which includes mentoring and parent(s)/guardian(s) involvement when a student has not received credit for two classes in a school year.

Information NOT to be shared with parents

- Information about other children or families
- Faculty discussions which have not yet resulted in decisions.
- Individual faculty members' points of view, comments, etc. made during the process of arriving at a decision.
- Conflicts between faculty, staff, or families
- Financial concerns of other families

Communication to Families

ParentSquare is the school's primary school-to-family communication tool. Post can include general class information, class work updates, volunteer requests, forms, photos, links, etc. ParentSquare also allows for direct messaging with individual parents. At the high school level, communication with students can also be included.

Phone Calls

Individual contact with parents by phone may be very useful in providing updates about a child's adjustment, behavior, and work in the classroom. Teachers are encouraged to let parents know when they are willing/able to take telephone calls.

Classroom Visits

Parents are welcome to visit the school classrooms for observation and for celebrations at the teacher's discretion. It is expected that such visits be arranged in advance with the coordination of the class teacher and the EC, LS, or HS Coordinator. Advance notice allows the teacher to control the number of visitors for any given period of time, protecting the harmony of the class. Observation may be very helpful for parents who are concerned or confused about the rhythm or content of the school day. Welcoming the parent and explaining how he/she could help or participate (if appropriate) eases or prevents potential difficulties with such visits.

For LS students, birthdays, seasonal festivities, and multicultural events are important times when parents can help in the classroom. Developing guidelines for birthday celebrations (length of time, kind of treats, sibling participation, etc.) and explaining these guidelines to parents at the beginning of the year will be helpful in avoiding birthday congestion in late May and early June. One might consider celebrating summer birthdays on the child's half birthday. These celebrations will differ depending on the age of the students.

To broaden the children's experience in the classroom, teachers can consider inviting parents to bring their religious, ethnic, and cultural backgrounds to the classroom. Integrating these resources into the

curriculum as it exists requires thought and planning. The result is a classroom environment that welcomes and honors diverse cultures and is, in this way, true to Waldorf principles.

Parent and Student Concerns

Parents

Parents who have a problem or concern about their child or the class curriculum are encouraged to contact their Class Teacher (LS) or their child's Subject teacher (HS) right away. Often a short meeting with the teacher can resolve difficulties that have resulted from misunderstandings or misunderstood expectations. In the unlikely event that problems cannot be worked out with the teacher, parents are advised to contact the appropriate Faculty Chair or EC, LS, or HS Coordinator. The Faculty Chair and EC, LS or HS Coordinator will organize a meeting with the parents, Faculty Chair, and teacher together. Sometimes other teachers may be asked to participate. In nearly all cases, prompt communication about problems and concerns leads to a happy resolution. It is imperative that faculty members get back to parents right away, to let them know that their concern has been received and how it is going to be dealt with. It is usually best for the child and the class if communications about problems remain strictly between the parents and the faculty and do not involve the child unless there are behavioral issues that need to be worked out.

If a parental concern is not directly related to the teacher or the classroom, the Level Coordinators and the School Administrator are also available as resources. If a parental concern comes first to one of the Coordinators, the parent should be encouraged to contact the faculty member directly. If appropriate (concern has a legal implication, parent is unwilling to speak directly with the teacher), the Coordinator may contact the Faculty Chair on the parent's behalf. Concerns expressed to Coordinators and Faculty Chairs will be brought to a specific Carrying Group meeting with the College Chair as needed for further discussion. See also *Community Support Process* in the School Handbook.

Students

Concerns expressed by students about the policies or practices of our school are addressed by Class Teachers in the LS. HS students should follow the procedure outlined in the School Handbook.

Section 8: Substitute Teachers

Lower School Substitutes

For planned absences, the teacher or assistant should find appropriate coverage. In the case of illness or unexpected emergencies, the teacher should contact the EC or LS Coordinator as early as possible so that a substitute can be arranged. The absent teacher or the EC or LS Coordinator will communicate information regarding lesson planning, classroom activities and any related responsibilities that must be met in the course of the assignment to the substitute.

Substitutes are required to turn in a "Substitute Timesheet" to the EC or LS Coordinator to guarantee payment. These sheets are located in the filing cabinet in the front office.

Substitutes may not bring their children to class. Any exception to this policy must be cleared up with the EC or LS Coordinator.

Substitutes must familiarize themselves with the Code of Professional Conduct in this Handbook. Any questions about school policy should be directed to the Coordinator.

Substitute Training and Evaluation: Grades 1-8

Before subbing in classrooms, Substitutes will be required to observe at least one Main Lesson for Grades 1 – 5 and one Main Lesson for Grades 6 – 8, as well as observing at least two different Special Subject classes. Early Childhood substitutes will be required to observe at least two mornings in Early Childhood classrooms.

Substitute teachers are expected to meet the responsibilities of the teacher they are replacing, to the best of their abilities. This includes lunch and recess responsibilities, study-hall supervisions, greeting and dismissing students, as well as providing teaching and supervision of students during class periods.

The LS Coordinator will visit substitutes soon after they begin subbing to evaluate the content of the ideas they bring to the students, the presentation of the ideas, their classroom management skills, and their ability to relate to the students. These observations will be shared with the Substitute.

Whenever possible, it is expected that the lesson prepared by the absent teacher should be taught. If an extended absence is foreseen, adjustments may be necessary to allow the Substitute to teach lessons that require less extensive preparation and background. If the absent teacher is unable to help adjust the lesson plans, advice and assistance should be sought from the LS Coordinator.

Class Information for Lower School Substitutes

The Class Teacher should prepare the following information for the Substitute teacher.

- Seating chart
- Morning opening activities in sequence (songs, verses, music movement, greeting rituals, etc.). Teachers should update this as changes are made in their opening activities.
- A general lesson plan which could be used if situations prevent giving the Substitute a specific lesson plan.
- Work assignments for students, recess, etc.
- Notes regarding students with special needs (medications, physical limitations, helpful hints, etc.)
- Classroom miscellaneous details: location of supplies, procedures for absent students
- Afternoon closing activities (verses, songs, rituals used for ending the day and dismissing students)

To qualify for a full day of pay, the Substitute must be in the building from 8 am until 3:30 pm and must be willing to sub for other classes if the teacher being replaced has free periods during the day. One 40-minute break is allowed. Note: Substitutes do NOT have the option of leaving the building if the teacher whom they are replacing needs to cover recess duty, lunch, study hall, etc. All responsibilities of the absent teacher must be covered.

Substitutes: Aftercare

Substitutes in the Aftercare program will be asked to sub either for the Aftercare Director or the assistant. Duties and responsibilities for the two positions are available from the Aftercare Director.

High School Substitutes

It is the responsibility of the absent teacher to arrange substitute coverage for planned absences. Teachers should tell the HS Administrative Coordinator in advance who will be covering their classes. In the case of illness or unexpected emergencies, teachers contact the HS Administrative Coordinator as early as possible, and subs will be arranged. Information regarding lesson planning, classroom activities and any related information, which must be met in the course of the assignment, will be communicated to the Substitute by the absent teacher.

HS Substitutes are generally paid per period. Substitutes must check in with the Front Office Receptionist when they arrive on campus in order to ensure proper compensation.

Substitutes may not bring their children to class. Any exception to this policy must be cleared up with the HS Administrative Coordinator.

Substitutes must familiarize themselves with the Code of Professional Conduct in the Employee Handbook.

One-Period Substitutes

If a teacher is asked to "teach" a class and he/she is already on the school's payroll as a part-time teacher, then the rate of pay is their regular rate of pay.

If the Substitute is not on the school's payroll as a part-time teacher, or if a part-time teacher is asked to "cover" the class (as opposed to teach it), then the rate of pay is $20 per period.

If a part-time teacher is asked to have a different class join their class, which is scheduled at the same time, then the part-time teacher would do so without any extra compensation. Part-time teachers may choose to not have additional students in with their regular class.

Additional Information for Substitutes & Interns

Extended Substitute Teaching: PREK-12

If a Substitute is required in a particular class for more than one (1) week, the Coordinator is available to review the plans for the class work with the Substitute and assist with the lesson planning. Parents of the class will be notified in writing by the Coordinator or Class Teacher.

Section 9: LS Daily Operations

Mailboxes

All teachers at the LS are assigned a mailbox (some are shared). Boxes are located in the hallway near the office. Messages relevant to all staff members are either emailed, written on the whiteboard, or put into each mailbox individually. Early Childhood Assistants mailboxes are hanging files outside of the Early Childhood Coordinator's office door.

Attendance

Teachers who meet with the students for Main Lesson or First Period phone/text the front office with the absent students' names. Office staff records the information on paper attendance sheets and tracks the information every morning electronically as well. The sheets will be available for use in emergency drills.

Student Files

All student files are kept in the office. Teachers are welcome to read the files at any time. Files are not to be removed from the building. Files are to be locked at night. Ask the office staff for assistance.

Computer and Office Support

The Operations Manager can help employees learn the basics of operating our equipment. The office staff can also help with labels for a mailing to a teacher's own class, if needed. Office supplies are in the storage closet near the Infirmary.

Classroom Use for School Activities Outside of Regular Day

Teachers and students are encouraged to be involved in extracurricular activities. If you wish to schedule an activity, see the Operations Coordinator who maintains the master schedule for building use.

Kitchen Use

All staff members are welcome to use the kitchen and are expected to do their own cleaning up. Please label refrigerator items. No students are allowed in the kitchen without supervision. The kitchen door should remain closed at all times.

Supplies

If a Class Teacher runs out of supplies, extra supplies may be found in the big closet across from the infirmary. Students are not allowed in this closet but can be sent with a note from their teacher. Students should ask the Office Staff for assistance. Toilet paper and brown paper towels are kept in the supply closet (fourth door on the left inside the Grade 3 room. Please do not interrupt the class to retrieve supplies.). The brooms and mops used by the custodial staff are there too, if needed. Every class should have its own dustpan, whisk broom and rags for little jobs.

Lost & Found

Lost and Found is located outside the school office in the hallway.

Classroom Maintenance

As required by the Fire Marshal, all curtains and cloths used in the classrooms must be sprayed at the beginning of the year with a special fire-retardant spray. Compliance is required. All mechanical storage closets in classrooms must be kept free of storage items. Each classroom has a second closet for the storage of classroom supplies.

Rooms must be left in good condition at the end of the day so that the cleaning staff can vacuum and clean the rooms. Good condition requires:

- Chairs on desks
- Windows and doors locked.
- Food removed from cubbies.
- Shoes, backpacks, etc., off floor.
- Sinks clear of garbage.

If a repair is needed in the classroom, the teacher should enter it into the maintenance request log book.

Student Restrictions

Students are allowed to use the copy machine with permission from the office staff. Work can be left with the front office if teachers do not have time to do their own copying.

Students may use the office telephone for emergencies only.

Students are not allowed to be in the hallway during class time without special permission. Transitions between classes (down to the gym, music room, etc.) should happen smoothly. Children who are running in the hall should be asked to go back and walk.

Recess & Playground

Students wishing to play with balls or other equipment at recess must get special permission from their Class Teacher. P.E. equipment is not to be loaned out to students for classes other than P.E.

There are certain areas of the playground that have been designated for specific classes. See the School Handbook for specific details.

Children should be kept away from stray animals. If a stray animal is seen on the property, ask the front office to contact Animal Control.

Building Security

On school mornings, faculty/staff may enter the school through the front or EC doors. After the start of the school day, faculty/staff need to enter using their fob at the front doors or by ringing the doorbell.

No one should leave the unalarmed building after 9:00 pm or on weekends without checking to be sure that the last person to leave will set the building alarm. Please see the front office staff for guidelines regarding securing the building and what to do if the alarm goes off.

First Aid & Illness

Each classroom has full first aid kits that include basic supplies as well as allopathic and homeopathic remedies, salve, Band-Aids, etc. Ice packs will be provided to each classroom. Teachers will respond to the basic/simple needs of students in the classroom. Parents of children who become ill or symptomatic

during the school day will be called to come and pick up their child. The symptomatic child will be taken to an isolated but comfortable location to wait. A serious injury will be managed in the front office (if the student can be moved) until the parent can pick the student up.

A Bloodborne Pathogen disposal box is located in the front office as well as all extra medical supplies needed to replenish the First Aid kits. Material Safety data sheets are in the Boiler Room.

EC staff carries the First Aid kits with them when using the outdoor classrooms and playing outside and there is a First Aid kit in the front playground shed on the blacktop.

Building Use

Employees may request to use/rent the building for non-school programs or activities by completing a Building/Grounds Use Request Form and submitting it at least two (2) weeks prior to the date of use. Once the request is approved, the employee, as renter, must complete the Building/Grounds Rental Agreement. As outlined in the Rental Agreement, all Conditions of Use apply and employees, as renters, must be aware of the following:

- A certificate of general liability insurance naming the school as additional insured is required.
- If an injury occurs to the employee, as renter, the injury is not covered by the school's workers compensation insurance.
- Emergency contact information is required for participants underage 18.
- If applicable, supplies used must be reimbursed.

The Building/Grounds Use Request Form and Building/Grounds Rental Agreement are available at each campus and on the school website.

Section 10: HS Daily Operations

Mailboxes

Every teacher is assigned a mailbox in the Faculty Lounge. Teachers should check it regularly; Office staff cannot guarantee hand delivery of messages. Classroom interruptions are minimized but, of course, urgent messages will be delivered.

Bells

A bell system signals the beginning and end of class periods. Students are expected to be on time for their classes. Teachers end classes at the designated time. Teachers leaving classrooms need to be prompt and aware that another teacher may be using the classroom during the next period. There is a 15-minute break for students at 9:45 am – 10 am Monday-Thursday and 9:25 am – 9:40 am on Friday before Main Lesson; all other classes have a three- to five-minute passing time.

Attendance

Individual class attendance sheets are provided to teachers by the office staff in the folders in the Faculty Lounge. Teachers use their own system with a key to record dates, absences and tardies at the beginning of each class period.

The office staff stops at each classroom at the beginning of the first class of the day to record attendance. Absences and tardies as well as times for students for appointments, etc., are recorded by the office staff on the whiteboard in the office. The office also maintains a digital copy of attendance and tardies each day.

For all classes after first period, teachers can check the whiteboard for absences and report any to the office that are not on the whiteboard.

Late Arrivals

When arriving late at the High School each student will need to report to the front office and sign in. They will then receive a blue tardy slip. Copies of the tardy slip can be found on the office folder under Attendance and should be printed on blue paper. The slip should be filled out with the name and time of arrival and then signed by the front office staff. The slip is required for students to enter their classroom. Front office staff will record the time of arrival on the attendance hard copy, update the dry erase board, and then enter the attendance detail into Our Student Information System weekly. Teachers are responsible for recording and tracking attendance and tardies for their classes. The dry erase board is intended for the cross-referencing of information between the front office and teachers.

Classroom Use for School Activities Outside of Regular Day

Teachers and students are encouraged to be involved in extracurricular activities. If you wish to schedule an activity, see the Building Manager who maintains the master schedule for building use.

Classroom Use & Maintenance

Classrooms are assigned based on the needs of the class and number of students. Teachers are expected to ensure that the students leave the classroom in a condition that allows the next class to use the space

comfortably. If chairs and tables are moved during a class, they should be moved back at the end of the class. Students are allowed to have water bottles in the classroom. Other food and drink are not allowed unless for a planned activity which a teacher facilitates. The teacher is responsible for all cleanup in a timely manner.

When a teacher leaves the room at the end of their last class period, the classroom should have:

- The board erased.
- The windows closed and locked.
- If it is the end of the school day, the lights turned off and the door closed.

Student Files

All student files are kept locked in the office. Teachers are welcome to read the files at any time. Files are not to be removed from the building. The Office staff can provide assistance.

Copy Machine

The HS copy machine is located in the Faculty Lounge. Teachers are responsible for copying their own materials in advance of the class in which the copies are needed. Math and foreign language teachers might want to do their copies after their classes to avoid running out of time before their first class (school building opens at 7:15 am).

Office staff should be notified of a copier malfunction.

Teachers may ask office staff to make copies with at least several hours' notice and a note with the number of copies and time needed. In an emergency situation, office staff will do their best to assist as quickly as possible.

Students may not use the copy machine without written permission from a teacher.

If a teacher wants a student to have copies of Main Lesson notes copied by the office staff, he/she needs to complete and sign a Copy Permission Form with student's name, date, time, and materials to be copied, and give it to the student to take to the office. The copies will be available at the beginning of the next day or as soon as possible.

Computer & Office Support

Computers are available in the Faculty Lounge and in the computer room. Copies of forms, address labels, class rosters, and attendance sheets can be provided with short notice.

Money Collection

If an activity is planned which requires that students bring in money, whoever is sponsoring or planning the activity needs to be responsible for:

- Developing a system for the collection of money.
- Maintaining accountability of who has paid and who has not.
- Ensuring that the money is sent to the front office staff with the proper designation as to what it is for and the account into which it should go.
- Students are not allowed to hold money that they have collected overnight. All money collected should be turned in to the front office staff at the end of each school day.

The front office can assist in this process by providing student rosters, directing students as to where the money goes and getting the money to the Finance Office. However, it is the teacher's or sponsor's responsibility to communicate needs and plans to the front office and Coordinator.

Kitchen Use

The HS kitchen refrigerators are available for faculty and student use. Additionally, there is a small refrigerator and microwave in the Faculty Lounge for faculty/staff use only. The stove and oven in the Stone House kitchen may be used by faculty, but not by students unless for a planned activity facilitated by a teacher. These appliances must be left clean after use. All items placed in refrigerators must be labeled.

Supplies & Equipment

Basic classroom supplies are available in the front office or the Faculty Lounge. If materials are not in stock, they may be ordered upon consultation with the HS Administrative Coordinator. Equipment such as VCR/TV, overhead projector, tape, or CD players/computers/slide projectors are available throughout the building.

Lost & Found

Lost and found items are placed in lockers #1 and #2. Periodically these lockers are cleaned out and items are put on display. Any items still unclaimed are given or thrown away.

Lunches & Lunchroom Coverage

Lunches are available each day for students and teachers to purchase in advance or daily before 10 am.

Full-time faculty is present in the Commons area at lunchtime to monitor student behavior, including reminding students to clean up after themselves.

Teacher Coverage & Availability

Full-time teachers are asked to be available or on call at times when there is a potential need for teacher coverage. These times include 8-10 am, during lunch, and at the end of the school day.

Faculty Meetings

HS faculty meetings are on Mondays from 3:30-5:30 pm at the HS. Full-time teachers meet on the second, fourth and fifth Mondays of the month and part-time teachers are invited to attend meetings on the first and third Mondays of the month.

First Aid & Student Illness

Students who are too ill or too tired to be in class may be sent to the front office. If after one class period a student is still unable to return to class, parents will be called, and arrangements made for the student to go home.

In the event of a minor injury, first aid supplies are available in the front office and students will be encouraged to return to class as soon as possible.

A Bloodborne Pathogen disposal box and Material Safety data sheets are located in the front office.

Entrance Security

On school mornings, faculty/staff may enter the school through the gym doors or the front doors. After the start of the school day, faculty/staff need to enter using their fob at the front doors or by ringing the doorbell.

No one should leave the unalarmed building without checking to be sure that the last person to leave will set the building alarm. Please see the front office staff for guidelines regarding securing the building and what to do if the alarm goes off.

Section 11: Safety Policies & Procedures

We recognize that our needs may change from time to time and that new regulations may take effect. Therefore, we reserve the right to amend, rescind or modify any of the Rudolf Steiner School of Ann Arbor policies and practices, with or without prior notice, upon recommendation from the appropriate committees or governing bodies.

While none of us wants to think about potential crises or tragedies that might occur, we are much better served when one occurs if we have a plan. The kinds of crises that we might plan for include: parent, student, or teacher accident; bus accident; outside (community) tragedy; facility damage; intrusion concerns; or major personnel issues that impact the school.

Safety Committee

Safety Committees exist on the LS and the HS campus, and are comprised of the respective EC, LS or HS Coordinator, faculty, and staff. These committees are responsible for the development and implementation of school-wide safety planning and crisis management.

Employee Education and Training

All faculty, front office staff, Athletic Directors and Coaches must receive and maintain CPR and bloodborne pathogen training to ensure student safety on and off campus.

OSHA Regulations

Under the Occupational Safety and Health Act (OSHA) of 1970, employers are responsible for providing a safe and healthy workplace for their employees. OSHA's role is to promote the safety and health of America's working men and women by setting and enforcing standards; providing training, outreach, and education; establishing partnerships; and encouraging continual process improvement in workplace safety and health. For more information, visit www.osha.gov.

MIOSHA

The mission of the MIOSHA program is to help assure the safety and health of Michigan workers. The agency's vision is to enhance the quality of life and contribute to the economic vitality in Michigan by serving as an effective leader in occupational safety and health.

MIOSHA is responsible for assuring safe and healthful working conditions for working men and women in Michigan. The agency administers the MIOSH Act, Act 154 of 1974, as amended. Safe and healthy work environments are achieved through a combination of enforcement, outreach, and collaborative partnerships.

MIOSHA applies to all public and private sector places of employment in the State, with the exception of Federal employees, the United States Postal Service (USPS), domestic employment, maritime, and mining, which are subject to Federal OSHA jurisdiction. See 29 CFR 1952.265.

Policy Statement on Infection Control Practices

It is the policy of the school that care of students shall follow bloodborne pathogen infection control practices. Reference material is available in the front office at both campuses.

Communicable Diseases

According to the State of Michigan Public Health Code (Public 368, or 1978) the local Health Department shall be notified of the occurrence of reportable communicable disease (ESPECIALLY RASH-LIKE ILLNESS WITH FEVER). Contact the Business Office for a Communicable Disease Reporting Form.

Field Trips

Overnight and Extended Stay Field Trip Guidelines

Complete required forms and review suggestions for making overnight field trips run smoothly. Please read guidelines carefully and follow the timelines given. DO NOT remove, change, or delete any of the forms without first asking permission from the Business Manager. The forms and the language they contain have been approved by our insurance carrier and reviewed by legal counsel. Any changes or omissions could open RSSAA to liability.

Need to Know Form

This form is meant to help assure that everyone affected by the trip knows about it. Please take a minute to think about whom this trip will impact, complete the form, and deliver it to each of them. Possibilities include special subject teachers, business office personnel, and office staff.

Parent Information

Prior to the trip an information packet is sent to the parents which should include:

- Permission slip, delegation of powers form (overnight trips only), medical card
- Itinerary
- Location address and emergency phone numbers
- Gear/supply list
- Student behavior guidelines
- Parent responsibility form (if appropriate)

Fee Procedures

- Most field trip costs are covered by tuition, and therefore will not involve contributions from parents. Unusual, additional, or new field trips should be approved by the level Administrative Coordinator before being communicated to parents.
- Teachers are asked to ensure that school funds are used wisely and conservatively for field trips, working to get the best value for money.
- If money is from the school budget, be sure to communicate with the Finance Office regarding the amount available and the correct account numbers to use on your forms.
- There is a budgeted amount for field trips for each class Grade 1 – 8. Teachers should always talk with the LS Coordinator before asking for any parent contribution to a field trip.
- If money is to be collected from parents, the person organizing the trip is responsible for setting up a system by which the money is collected with clear accountability as to who has paid. Please communicate with the Finance Office regarding this plan and how to make deposits and request checks for your trip.

Chaperones

Recommended maximum numbers of students per adult:

Grade:	PreK-3	4-8	9-12
Adult to Child Ratio:	1:4	1:6	1:8

- Different situations may require different ratios.
- Groups of more than six students of mixed sex should have one male and one female chaperone.

- If in a remote location, three adults are preferable.
- A chaperone should accompany students when they use public restrooms, going into restrooms that have multiple stalls or checking that single-use bathrooms are not occupied before the student enters.
- If driving more than four hours there should be at least two adults for every vehicle to allow for sharing the driving time.
- A meeting to address the following issues should be held with all chaperones prior to the trip:
- Chaperone tasks and responsibilities are clearly delineated.
- Workloads are manageable.
- Care is given both to providing reliable supervision to the children and to allowing chaperones time to rest and recuperate.
- The adults make a point to discuss how things are going during the trip and make adjustments as is necessary for the comfort and stamina of all.
- The adults are a team that demonstrates working together.
- Student tasks (e.g., dish washing, food prep, site clean-up) are identified and organized.
- Behavior guidelines for students and disciplinary procedures are clearly understood by all adults.
- ALL chaperones on an overnight trip MUST have a background check. Make sure each person completes an authorization form and submits that form to the front office no less than one week before the trip. Allowing as much time as possible for the check is to your benefit in case the chaperone fails the check, and a replacement must be found.
- On overnight trips, there must be enough male and female chaperones for each tent or cabin.
- When class is divided into groups each group must have a male and female chaperone

Itinerary

Please turn in a copy of the itinerary with the Trip Proposal Form. Daily plans and routines should be clearly identified. If activity options are offered, then an adult should be assigned to each option. Alternate plans for inclement weather should be available. Students should always be supervised. Free time should be limited with clear parameters. Adults should be certain that all students are settled before going to bed themselves.

Transportation

Arrangements must conform to legal guidelines. When crossing an international border, then each student must have proper authorization (birth certificate or passport and permission from parents). All contracts for travel should be reviewed by the Coordinator prior to execution. Parent transportation must involve a review of the Safe Driving Guidelines, and a copy of the driver's license and proof of insurance must be obtained prior to the trip. Car rentals should include the purchase of the "Collision Damage Waiver" from the rental car company. ("Liability" coverage is not necessary as it is included in the school policy.)

Medical Procedures

Medical Information Cards with medical authorization and information on all students will be taken on the trip. A complete first aid kit and emergency medical procedures should be available to all chaperones. At least one chaperone on the trip must have CPR and first aid training. First aid kits and bloodborne pathogen kits are available at the front office of each campus. The school owns a field kit for camping trips.

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 parents.

Parent-sponsored field trips that are not initiated by the faculty (i.e., that may happen on weekends) are the responsibility of the parents. Parents shall assume full responsibility and liability for the organization, planning, transportation and safety of all children 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 children are made independently of the school.

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

Animals on Campus

- 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.

Accountability

To help raise consciousness, the Safety Committee will provide Safety In-Service Days during August trainings at LS and HS meetings to review our safety guidelines.

To create clearer accountability, faculty, administrative staff, substitute teachers, parents and volunteers who do not comply with RSSAA safety guidelines will be given a friendly reminder. This information will be tracked by the Safety Committee and communicated to an EC, LS, or HS Coordinator.

Student Physical Handling and Safety Protocol

Our school's daily rhythm allows all Faculty Members to help students at full capacity. When physical contact occurs, such as a handshake or helping a young child get on outdoor gear, it is done so with respect and the consent of the child. If a child physically or verbally expresses not wanting help or being touched, a faculty member will not do so unless it is in the best interest for the safety of the child. All faculty members will follow up with the parents about any necessary contact, especially if it is about an ongoing behavior, and come to a clear understanding of how to best help the needs of a child with the caregiver's consent and awareness.

If there is a concern about how an employee is handling a child(ren), please speak with the Level Coordinator or the School Administrator.

**Rudolf Steiner School of Ann Arbor is compliant with local, state, and federal laws regarding safety and abuse.

First Aid & Illness, Crisis Response

Crisis Response Plan

While none of us wants to think about potential crises or tragedies that might occur, we are much better served when one occurs if we have a plan. The kinds of crises that we might plan for include parent,

student or teacher accident, bus accident, outside (community) tragedy, facility damage, intrusion concerns, major personnel issues that affect the school. The Safety Committee is charged with developing plans for sheltering-in-place, building evacuation, etc.

Please refer to the Crisis Manual for complete information on emergency drills, procedures, and plans.

Lower School

Children with serious illness or injury should immediately go to the front office and parents/guardians will be notified. Emergency phone numbers are on file in the office. Basic first aid supplies are available and, in each classroom,. A Bloodborne Pathogen disposal box is located in the front office and Material Safety data sheets are in the Boiler Room.

An infirmary log is kept in the front office to track the date, time, symptoms, time parent called (if necessary), medications/first aid administered by front office staff member. Every student is entered into the log when medications or homeopathic are administered by a front office staff member.

High School

Students who are too ill or too tired to be in class may be sent to the front office. If after one class period a student is still unable to return to class, parents will be called, and arrangements made for the student to go home.

In the event of a minor injury, first aid supplies are available in the front office and students will be encouraged to return to class as soon as possible.

A Bloodborne Pathogen disposal box and Material Safety data sheets are located in the front office.

Incident Report

An Incident Report must be completed for all serious injuries or 911 calls. Please contact the front office for an incident report.

Anaphylaxis Management and Prevention

In the event of a possible Anaphylactic event, refer to the Crisis Manual.

Anaphylaxis - sometimes called "allergic shock" - is a severe allergic reaction which can lead to rapid death if untreated. Although peanuts may be the most common allergen causing anaphylaxis in school children, anaphylaxis is a life-threatening condition regardless of the substance which triggers it. In addition to peanuts, the foods most frequently implicated in anaphylaxis are tree nuts (e.g., hazelnuts, walnuts, almonds, cashews), cow's milk and eggs. Fish, shellfish, wheat, and soy are potentially lethal allergens as well, and anaphylaxis is occasionally induced by fruits and other foods. Non-food triggers of anaphylactic reactions include insect venom, medications, latex (and, rarely, vigorous exercise). Most individuals lose their sensitivity to milk, soy, eggs, and wheat by school age, but reactions to peanuts, tree nuts, fish, and shellfish tend to persist throughout life.

The greatest risk of exposure is in new situations, or when normal daily routines are interrupted such as by birthday parties, camping, or school trips. Young children are at greatest risk of accidental exposure, but many allergists believe that more deaths occur among teenagers due to their increased independence, peer pressure, and reluctance to carry medication.

Policy Statement

The identity of a student with anaphylaxis and specific information relating to that student shall be revealed to the EC, LS or HS Coordinator or admissions personnel.

Guidelines:

a) It is the responsibility of parents/guardians with children with anaphylaxis to identify their children to the EC, LS, or HS Coordinator and to ensure their child wears an allergy alert bracelet.

b) When informed of this student, the EC, LS, or HS Coordinator should request from the parents/guardians 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 classroom, staffroom, etc.

c) All staff members (teaching and non-teaching) must 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.

d) The school policy on managing anaphylaxis in the school should be provided to **all** staff, along with specific information about each child with anaphylaxis in attendance.

e) An allergy-alert form, with description of the allergy, treatment and action plan should be placed in key locations, such as the office, staffroom and wherever the child's parent- provided, valid, epinephrine auto-injector is stored.

f) The child's classroom teacher should ensure that information is kept in a place where it will be highly visible and readily understood by substitute teachers and classroom volunteers.

g) The School Administrator will ensure that in-service is provided annually to school personnel (in schools where children with anaphylaxis are enrolled) on how to recognize and treat anaphylactic reaction, on the school policies to protect anaphylactic children from exposure, and on school protocol for responding to emergencies.

h) All teachers and staff who may be in a position of responsibility for children with anaphylaxis should receive personal training in the use of the auto-injector.

i) Where possible, parents should be encouraged to participate directly in training staff in emergency response and the use of the auto-injector as part of a formal in-service delivered by public health or other medical personnel.

Avoidance

While the school cannot guarantee an allergen-free environment, we will take every reasonable step to ensure a safe environment for children with life-threatening allergies.

Guidelines:

a) School policies should be flexible enough for the school and classrooms to adapt to the needs of individual children and the allergens which trigger reactions. Precautions may vary depending upon the properties of the allergen.

b) When a classroom is used as a lunchroom, establish it as an "allergen-free" area, using a cooperative approach with students and parents.

c) The school should develop strategies for monitoring allergen-free areas, and for identifying high-risk areas for students with anaphylaxis.

d) The school should:

- require students with anaphylaxis to eat only food prepared at home.
- discourage the sharing of food, utensils, and containers.

- encourage the child with anaphylaxis to take mealtime precautions.

e) Teachers should become aware of possible allergens present in curricular material, (e.g., check play dough, stuffed toys, science projects, etc.).

f) Teachers should ensure that computer keyboards, musical instruments, and other shared equipment are wiped prior to use. Children with anaphylaxis cannot take part in "clean-up" activities. Anaphylactic students should have their own assigned musical instrument.

g) The school should take special precautions around holidays, special celebrations (e.g., Halloween), and during field trips.

Protocol

The school response protocol is found in the Crisis Manual. A separate emergency plan should be developed for each child with anaphylaxis, in conjunction with the child's parents and physician, and kept in a readily accessible location. The plan should identify clearly individual roles.

Guidelines:

a) Children with anaphylaxis usually know when a reaction is taking place. School personnel should be encouraged to listen to the child.

b) The school should occasionally simulate an anaphylactic emergency - similar to a fire drill - to ensure that all elements of the emergency plan are in place.

c) Auto-injectors should be kept in a covered and secure area but unlocked for quick access.

d) As soon as they are mature and responsible enough, students should carry their own auto-injectors.

e) An up-to-date supply of auto-injectors, provided by the parents, should be available in an easily accessible, unlocked area of the child's classroom and/or in the office or staff room of the school.

f) All staff should know the location of the auto-injectors. Classmates should be aware of the location of the auto-injector in the classroom.

g) School emergency procedures for each student with anaphylaxis should be reviewed annually with staff and parents. In the event of an emergency response, an immediate evaluation of the procedure should be undertaken.

Lower School Safety Procedures

Classroom Safety Protocol

- All classrooms will have a wooden Safety Mailbox on the wall near the entry door.
- The Safety Mailbox will contain the School Safety Guide
- Attendance sheets will be returned and placed each morning in the Safety Mailbox by a front office staff member.

Roles & Responsibilities

Bench Duty Monitor(s)

Grades 1-4

By 3:10 pm: Teachers put on orange vests*, dismiss the class and transition to the pickup area. If other arrangements have been made with other faculty members, please notify the front office.

Grades 5-8

By 3:20 pm: Teachers put on orange vests*, dismiss the class and transition to the pickup area. If other arrangements have been made with other faculty members, please notify the front office.

Students must stay in their designated areas standing near or sitting on the bench.

* All staff and faculty must wear the bright orange safety vest that is kept in their possession and worn outside for Bench Duty.

<u>Yard Duty Monitor</u>

Main Responsibilities are: 1) enforce the pickup protocol; and 2) working with teachers to help keep the classes in their designated areas and under control.

- By 3:15 pm: Be out front and wear safety vest.
- All students riding the city bus, walking, or riding their bike home are recorded in the Yard Duty Roster.
- All students go to Aftercare if not picked up by the time the city bus departs. Yard Duty monitor must accompany students to Aftercare Director to sign them in.

<u>Recess Duty</u>

Monitor Duty

- Take cell phone, keys, and orange vest with you.
- First monitor out (front or back): change the red signal to green before leaving the building.
- Last monitor in: change the green signal to red.
- Recess Captain takes out guardian alert binder.
- When on duty circulate around and keep your focus on the students; this is not a time for conversations with peers.
- Students who need to use the bathroom use the Grade 3 or 5 classroom and must enter the building (2 at a time) through the kindergarten doors. The recess monitor should walk the students to the doors and stress the need for quiet in the hall. Students must report back to the monitor.
- When the bell rings, all classes need to line up and wait for their teacher, or the monitor may take them in if the class teacher is not out. Grade 1 may stay out for extra recess.
- Gather all items left behind and put them in the Lost and Found.

Play Boundaries

- **General**: Grades 1-3 do not play on the basketball court blacktop except on Fridays. They may use the tire swing and the earthen strip between the two blacktop areas.
- **Grade 1-3 Students**: A line running between the sandbox, round table, small evergreen, tire structure and straight to the fence. Grade 1 students are to stay out of the garden and the small forest behind the tool shed.
- **Grade 2 Students**: Grade 1 territory plus gardens.
- **Grade 3 Students**: All of the above areas.
- **Grades 4-8**: Students may not go beyond the west side of the Middle School building. Students may only be in the areas of the black top, sledding hill and the swings, Gaga pit and zipline.

Rules of Play

- Ropes are for jumping only. Remove ropes from trees/structures.

Updated August 2024

- Sticks may be used for building but not placed in trees as bridges. No one may run or point with a stick. Students who repeatedly play this way must stand on the Grade 1 porch for the remainder of recess.
- No tackle sports.
- No rough play.
- Nature treasures must remain outside.
- No tree climbing or playing among the trees along the property boundaries.
- Students may not go 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 (play structure, cheese, fire pole, standing on tire swing) is prohibited.

Balls and Equipment

Students wishing to play with balls or other equipment at recess must get special permission from their Class Teacher. Class Teachers may purchase balls for the class, or they can be brought from home. P.E. equipment is not to be loaned out to students for classes other than P.E.

Competitive games that require developmentally based skills (soccer, football, basketball, dodgeball) are generally reserved for students in Grade 4 and above. Grades 1-3 students may play basketball on Fridays.

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.

Recess Protocol for Winter Weather

Students are kept indoors for recess on days with a wind chill factor greater than -5 º F. If temperatures are between 0 º and -5 º F, students will go outside for 15 minutes. Please make sure your students have their winter gear at school, so they stay warm and healthy. Grades 1-3 students need to have a couple of layers of clothing, a warm coat, hat, boots, warm mittens or gloves and snow pants. Grades 4-8 students must have a coat and hat.

At a Class Teacher's discretion, a class may go outside in weather below -5º F wind chill with their Class Teacher. The students must all have the above specified gear with the addition of a full or half Nelson hat. Any student that is not completely and appropriately dressed will stay inside in a designated indoor recess classroom. The designated indoor recess classroom will also be able to accommodate those children whose parents do not want them outside in that degree of cold and those children who, for health reasons, cannot tolerate the cold.

Monitors will not be expected to go outside on these days but are expected to circulate and relieve Class Teachers and to also be available to help monitor the designated indoor recess classroom to accommodate students not properly dressed for below -5º F wind chill weather.

Program Safety

Wooded Areas

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.

Kindergarten Walk / Playing in the Woods

- Students must be under constant observation.
- Students may never leave the woods unattended, especially between the grass and the driveway curb.
- Students may not participate in running games in the woods.
- Students may only climb approved, designated trees.

Small Appliance Policy

The use of small appliances is approved by the insurance carrier for the faculty/staff Kitchen only. The use of small appliances in classrooms must have prior approval from the Safety Committee and be reviewed on a yearly basis. Any faculty member wishing to use small appliances in a classroom must seek written permission from the Safety Committee. The request must include the reasoning behind the need within the curriculum and state that they will be used for educational purposes only.

Small Appliance Usage Guidelines

- Prior approval of Safety Committee required.
- Unit must be plugged in through a timer in the wall or a power strip.
- Unit must be placed so as not to endanger anyone.
- Unit will be positioned so that cords do not hang over edge of counter.
- Only adults may use the small appliance.
- Classroom doors must be locked when appliances are on, and no one is in the classroom.
- Unit must be unplugged when not in use and at the end of the day.
- Appliances must be purchased new by the school.
- Regular inspections must be conducted by the Maintenance Supervisor.

Candle Safety Protocol

Candles are allowed in the classrooms ONLY for curriculum purposes.

Appropriate use:

- Morning Verse in the Grades
- Story time in Early Childhood
- Science experiments
- Art Projects

Safety Protocol:

- Candles used for verse and story time must be kept 6 ft. away from students.
- Students may not light or extinguish candles.
- A fire extinguisher needs to be minimum of 6 ft. away from candle.
- Candle must be immediately extinguished following the verse, end of story time, conclusion of experiment or art project, via candle snuffer preferred.
- After use, candles and matches must be put out of sight from the children.

<u>Lantern Walk Fire Protocol:</u>

- All lanterns on school grounds are to be lit with LED lights.
- The school will only provide LED candles.
- Only children with their Parents present are allowed to have real flame candles, provided by Parent. The Parent will provide the matches or lighter.
- Fire pit:
- Bucket of water and fire extinguisher must be on site near fire.
- Must be attended by an Adult at ALL time.
- Ashes and burnt logs need to be removed from the pit at the end of use.

Games Safety Protocol

- Shoes must be worn at all times during indoor and outdoor games.
- Helmets and wrist guards must be worn while riding unicycles.
- Mats must be used to provide proper fall zone for the students when participating in activities where a student may fall from a height greater than 3 feet.
- Outdoor games must take place on the field only and not in the woods (e.g., no Capture the Flag in the woods).

Gardening and Outdoor Education

See Gardening & Outdoor Education Safety Contract, Appendix C.

After School Sports Safety Protocol

- No student athlete should be left unattended at any time.
- Coaches take attendance at the beginning of practice or game.
- Athletes must check out with Coaches when leaving practice or game.
- Athletes must stay in the gym at all times unless permission has been granted for use of the bathroom or a drink from the water fountain.
- The kitchen is off limits to athletes.
- Front office doors are often locked before gym use is over, coaches need to have cell phones available for emergencies and to be aware that they need their indoor key to access the Infirmary.

After School Music Lesson Protocol

- Teacher must sign in at the front office when in building.
- The front office needs a schedule of lesson time, room location and student name and grade.
- Students coming from Aftercare for lessons need to be picked up, checked out and checked back in by the music teacher.
- Parents must be responsible for having the student brought and picked up on time.
- No lesson may begin after 5:00 pm and lessons must be finished, and the room locked by 5:30 pm.
- No student may be left alone at any time.

Security & Locking Doors

Lower School Building Security

No one should leave the building without checking that they are not the last person leaving. If you are the last person leaving and the cleaning crew is in the building, please check with them before exiting. Please see the front office staff for guidelines regarding securing the building, and what to do if the alarm goes

off. Main entry, Kindergarten entry, double doors to Middle School walkway, and Middle School entry are secured and monitored by a camera/buzzer.

Lower School Door Locking Schedule

Drop-Off and Pick-Up	During School Day	Before and Aftercare
All Doors OPEN between 8 – 8:20 am	All Doors LOCKED after 8:20 am Enter through Main Entrance with buzzer	All Doors LOCKED Enter through side Aftercare Entrance with buzzer
How do I access the building? All Doors OPEN Note: This also applies to evening and weekend events.	How do I access the building? 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	How do I access the building? 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

End of School Day Closing Protocol – Front Office Area

- 3:20 pm: begin the procedure.
- Lock the following doors:
- Storage supply closet
- Faculty Retreat
- Kitchen – make sure all electrical appliances are off, and no food is on counter.
- Gym – left open if an event is in there.
- Multipurpose room

End of School Day Protocol - Faculty and Administration

Faculty Responsibilities

Grades 1-4 - Help students prepare to transition; out by 3:10 pm.

Grades 5-8 - Help students prepare to transition; out by 3:20 pm.

- Put on orange vest.
- Lock classroom door.
- Proceed with students to your bench area.

Student Waiting Protocol - Outdoors

- Students must be either sitting or standing by their assigned benches.
- Students stay off the sidewalk.
- Running or ball games are prohibited.
- Cell phone use with permission only.
- Students need permission to reenter building.

Please keep the students together and watch for their parents to drive by. Parents will be communicated with yearly regarding pick-up protocol and be informed that this is not a time to meet with teachers. This time is to be considered a class period.

High School Safety Procedures

First Responder

In an emergency, any teacher or administrative staff present should respond immediately. However, the HS Administrative Coordinator and Faculty Chair should be notified as soon as possible about any injury, safety concern or potentially serious situation on the HS campus.

Program Safety

Extracurricular Activity Oversight

Extracurricular activities may be held on or off campus. At all times, regardless of location, there must be one or more adult sponsor(s)/chaperone(s) in attendance.

Offsite Programs

Many of the Main Lesson and Movement teachers take advantage of our proximity to Leslie Park as an extension of the classroom. Faculty members are responsible for all safety precautions and first aid while students are off campus. Faculty members must inform the front office that their class is leaving the campus, must carry a cell phone and must follow the 1:8 adult to child ratio for field trips for Grades 9-12.

Festivals at Lower School/Bus ride

Seasonal Festivals and celebrations are an opportunity for the students and faculty/staff to gather in one location. These events currently take place at the LS, and include, but are not limited to:

- Rose Ceremony/Beginning of the school year.
- Michaelmas Festival
- Spiral of Light
- Pentathlon
- Rose Ceremony/Closing of the school year

HS students are transported by bus to the LS, or if licensed, may drive themselves with parental permission.

After-School Oversight

Although HS students may only be released to adults listed on the RSSAA Child Information Card, in practice HS students are released at 3:10 pm and leave campus independently, there is no monitoring of who they leave with. However, if you have a concern about an individual situation when an inappropriate person might try to collect a HS student, please call the HS Administrative Coordinator and we will work

out a dismissal plan for the student. There is a copy of the Child Information Card in the front office, as well as with the Registrar in the Stone House.

After-School Study Hall, Pick-Up & Bus Policy

An after-school study and practice hall is held from 3:30 to 5:30 pm daily. Students who are not participating must leave the school building by 3:30 pm and depart the campus by foot, personal vehicle, or city bus. Students participating in the after-school program have the choice of study hall, music practice or quiet relaxation. There is no charge for participation in the after-school program, but students are expected to behave in ways that allow others to make the most of this study and practice opportunity.

Visitor Requests

Students must submit a request to bring a visitor to school to the office at least 24 hours prior to visit. Forms are available from the front office.

Tools & Equipment Use

Gardening

Gardening tools and equipment are locked in the shed beside the garage and are available with permission and supervision of faculty or staff.

Chemistry Lab

Please see Appendix D for Laboratory Safety Form.

Woodworking

Students must wait for the teacher to enter the woodshop at the beginning of class. They are not allowed to enter on their own.

- Students are given instructions for the use of all tools and the care of them. Students are not allowed to use power tools unless given permission by the instructor. Currently, power sanders are the only tool in this category.
- A power strip controls the power tools in the shop. It is powered off when not in use by the instructor. Students do not have permission to turn on any power tool when in the shop.
- Students are given an in-service training on how to use carving tools and Japanese saws. Students must demonstrate proper use and remain quiet when working. Other classmates must not talk to students who are carving or using saws.
- When tools are not being used, students must put them safely on the worktables. At the end of class, the instructor collects carving tools and returns them to their cloth cases.
- When applying finishes to wood projects, students must wear latex gloves. Application cloths must be immediately put into a sealed metal can when their use is complete.
- The shop is swept and vacuumed each day by the students who work there.
- The instructor does their best to ventilate the shop from wood dust. Proper ventilation is adhered to when chemical finishes are used.
- The woodshop door must be locked when a faculty member is not in the room.
- When using saws or any power tool students must wear eye protection at all times.

Art

Goggles and protective clothes are required for students working on stained glass, mosaics, and stone carving.

Movement

Students should follow directions of all movement teachers.

Computer: Rules and Agreement

Please see Appendix E for Computer Rules and Agreement Form.

Campus Safety

Closed Campus Policy

Students may not leave the school premises between the hours of 8 am and 3:10 pm unless a parent or guardian has given permission either by email, phone or in person to the office staff.

Traffic & Parking

Drop-off & Pick-up

Drop-off and pick-up take place in the entrance driveway. During drop-off and pick-up times, parents must park in the back lot if they want to get out and leave their vehicle unattended.

Overflow Parking

Overflow parking is available along the driveway, in the adjoining residential neighborhoods or, weather permitting, in the back of the school on the lawn. There is no parking on Pontiac Trail or along the yellow curbs.

Parking Attendant Guidelines

Attendants will provide signage regarding the status of the parking lot. If necessary, attendants will direct overflow traffic to designated areas.

12-Passenger Van

The Transportation of Pupils Act of 1990 and the update of August 2006 states that while it is illegal for schools to transport students to school and school-related events in 15-passenger vehicles, it is not illegal for parents to transport their children or other children (with written permission) to or from school or school-related events in motor vehicles with a rated seating capacity of 11 or more passengers, including the driver.

Student Drivers

Students are not allowed to drive other students during the day while school is in session.

Security & Locking Doors, Maintenance & Utilities

Building Security- High School

Emergency Contacts:

Katie Simon – 586-703-5950

Sara Deon 617-755-5113

Knut Hill 734-657-1498

The HS building has a burglar and fire alarm system that is set every night. All full-time employees, administrative staff, the Facilities Manager, and some part-time employees have exterior keys and can set

the alarm. If you inadvertently trigger the security system, instructions are in the blue folder. You should also call the HS Administrative Coordinator at 586-703-5950 for assistance if you trigger the system, as the security service will immediately call her. Part-time teachers may request keys from a Coordinator.

Building Security- Lower School

<u>Emergency Contacts</u>:

Kim Likosky 603-252-5517

Maegan Pierson 231-631-1121

Brian Vroom 734-732-0414

Knut Hill 734-657-1498

The LS building has a burglar and fire alarm system that is set every night. All full-time employees, administrative staff, the Facilities Manager, and some part-time employees have exterior keys and can set the alarm. If you inadvertently trigger the security system, instructions are on the wall under the alarm keypad. You should also call the LS Administrative Coordinator at 603-252-5517 for assistance if you trigger the system, as the security service will immediately call her. Part-time teachers may request keys from a Coordinator.

Security Alarm System-HS

If the burglar alarm is set off, the monitoring service will attempt to call the school first and then Katie Simon. Then they will call the police.
If you cannot resolve the alarm, call the monitoring service at 1-800-832-1144
They may ask for the account number and password:
    Account Number: 08-3810 (Security)
                           08-4169 (Fire)
    Password: 2230, or 3364
Call Katie Simon ANY TIME the alarm is set off, 586-703-5950
If further information is needed, call in this order:
    Sara Deon 617-755-5113
    Gary Banks 603-769-0055
    Knut Hill 734-657-1498

    Pikk Services handles our alarm service, though they are not the ones who call when the alarm goes off. That is the monitoring service above. If you call the Pikk General office number, they can also connect you to the monitoring service as well as our two contacts below.

General office: 517-546-9775
Josh Roberts: josh@pikkservices.com

AJ Pikkarainen: aj@pikkservices.com; Cell: 517-404-2262

Security Alarm System-LS

If the burglar alarm is set off, the monitoring service will attempt to call the school first and then Kim Likosky. Then they will call the police.
If you cannot resolve the alarm, call the monitoring service at 1-800-832-1144
They may ask for the account number and password:
    Account Number: 089610
    Give them your name and your alarm code.
If the alarm goes off when you are trying to disarm the system, please DO NOT leave the office until you

have spoken with the alarm company. Even if you successfully enter your alarm code and the alarm is deactivated after the alarm has sounded.

Call Kim Likosky ANY TIME the alarm is set off, 603-252-5517

If further information is needed, call in this order:

    Maegan Pierson 231-631-1121

    Brian Vroom 734-732-0414

    Knut Hill 734-657-1498

Pikk Services handles our alarm service, though they are not the ones who call when the alarm goes off. That is the monitoring service above. If you call the Pikk General office number, they can also connect you to the monitoring service as well as our two contacts below.

General office: 517-546-9775
Josh Roberts: josh@pikkservices.com
AJ Pikkarainen: aj@pikkservices.com; Cell: 517-404-2262

Emergency Plans

Our Standard Response Protocol for safety and emergency situations is based on the response to any given situation rather than individual situations. We use the same protocols as AAPS and local law enforcement which ensures consistent communication and processes and therefore efficient responses from all parties involved in supporting an unexpected situation.

The following situational processes are practiced drills each year to meet and exceed the State of Michigan requirements for school safety.

Hold

The Hold Action is for situations that require students and staff to stay in the classroom such as an altercation in the hallway or a medical issue that needs attention.

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced. Prior to closing the classroom door, teachers sweep the hallway for nearby students. Teachers conduct classroom activities as usual since there is no indication that classroom instruction needs to be modified.

Secure

The Secure Action is called when there is a threat or hazard outside of the school building such as suspicious activity in the immediate neighborhood or a dangerous animal on campus.

Everyone is brought inside and exterior doors remain locked. Internal building activities continue uninterrupted.

Lockdown

Lockdown is called when there is a threat or hazard inside the school building such as aggressive disputes or a potential intruder.

The Lockdown Action includes locking individual classroom and office doors, moving everyone out of the line of sight of corridor windows, turning off lights, and maintaining silence. Lockdown situations are only released by Law Enforcement or the Level Coordinator.

Evacuate

An on-site evacuation is conducted usually because of a fire or a mechanical failure that would disrupt the school day, such as a power outage. If indicated, we could move to an early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay on the property such as a gas leak or a potentially violent incident.

Exit maps and where to go in the case of an evacuation 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 any type of evacuation, including fire drills.

- Teacher shuts windows, takes the attendance sheet and closes the door after the class has exited the room silently
- Students and teachers exit the building by their assigned route and gather along the perimeter, away from the building.
- Students stay with their class, gathering behind the teacher who is holding the sign for their grade.
- Office staff and teachers take attendance in each grade
- Everyone remains outside of the building until the all-clear is given by a Coordinator.
- If an offsite evacuation is indicated, then students will walk to Skyline HS (from the LS) or the Arrowwood Clubhouse (from the HS. HS students with cars will be dismissed from the HS after contacting parents.)
- All adults with cars will be asked to assist. A member of the staff will also accompany the first group of students to organize as students arrive at Skyline or Arrowwood.
- Parents will be contacted to pick up students at the reunification site.

Shelter

Shelter is called in the case of severe weather such as a tornado or earthquake. Students move to a designated protected area and remain there until the severe weather has passed.

In the event of a tornado watch or other severe weather warnings, administrative staff members will monitor radio and websites for updates

If a warning is issued, an administrative staff member will go through the school ringing the hand bell in the HS or an announcement will be made over the PA system in the LS. If a Shelter action happens in the HS at a passing time, break, or lunch, students immediately go to the classroom where Main Lesson was held that day and follow instructions from teachers and staff.

The teacher will take the attendance sheet and close the windows as students line up to exit the room. Students and teachers exit silently and go quickly and directly to designated areas in the LS and to the basement under the Commons or the locker rooms in the HS.

When indicated, 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 Coordinator.

If severe weather continues for an extended time, teachers 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.

Direct Threat to Campus Security and Safety

In the unlikely event that the Lower or High School is threatened by a perpetrator with intent to hurt students, faculty or staff, the Level Coordinators are trained in the Standard Response Protocol from the I Love You Guys organization (www.iloveyouguys.com) and the ALICE method.

These are systems being used by many school districts (including Ann Arbor Public Schools) that give 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, lights off, and students hiding out of sight from corridor windows); an enhanced lockdown where furniture is used to barricade doorways; or escape, through windows or out available doors.

Each year the faculty and staff receive safety training based on these methods at the August back-to-school meetings. The approaches will be shared with students during the first month of school in a developmentally appropriate way. Our goal is student saftey and to help students escape a dangerous situation. During the student Instruction, they well be informed of the school reunification point, which is the place to go if they leave the building to escape a dangerous situation.

Gender/Gender Identity Policies

Any parent or student wishing to inform the school of the appropriate name and pronouns to be used should communicate with the class teachers (EC – Grade 8) or the Coordinator (EC – Grade 12). For students in the Early Childhood Program through the end of Grade Five, parents will be the ones to determine the gender identity of the child. For students in Grade Six to Eight the student and parents together will make decisions about identity. For students in Grade Nine through Twelve, the school recognizes that the student will be the one to determine their gender identity. Unless there is a serious concern about student safety, parents will always be involved in these conversations. The school recognizes that gender identity is fluid and students may well identify with one identity and then another.

When a student or parent makes the school aware of a change in gender identity there will be a conversation with the parent and/or student about who this should be shared with, how that will be managed together, and how many of the issues below will be addressed.

Names

All students at RSSAA will be addressed by a name, pronouns and other terms that correspond to their gender identity. All RSSAA Faculty and Staff are expected to respect a student's name and pronouns once

they have been made aware of said student's correct information. Mistakes should be apologized for, and a sincere effort made to successfully use the appropriate name and pronouns.

When requested by the parent or high school student, a student's name and pronouns should be changed in the FACTS Student Database to reflect their affirmed gender.

The legal name must be retained on diplomas, standardized tests, medical records, and permanent student records until legally changed and should be indicated with the appropriate name in brackets [Smith, Louise (Andrew)]. When/if a legal name change is completed, the new legal name should replace all previous names on all records. Alum students may, upon request, have a diploma and course records reissued with a name change after graduation.

A student's gender should not be listed on school ID cards, permission forms, program application forms, or other forms, publications, or documents, except when necessary due to state or federal law, regulations, or other requirements.

School Facilities

With respect to all restrooms and locker rooms, students shall have access to the facilities that correspond to their gender identity. Transgender and nonbinary students should determine which facilities they feel most comfortable using. Both campuses have single bathrooms available to all students.

Sports Policies

Students shall be permitted to participate in all physical education, athletic and other extracurricular activities according to their gender identity. Participation shall not be conditioned by medical or legal documentation.

RSSAA follows the policies of the MHSAA for our high school programs and applies them to the middle school athletic programs as well. Students are permitted to participate in the teams that match their gender identity. However, students are not allowed (by MHSAA regulations) to participate in both the male and female teams in the same school year. Students who transition during the school year and have already participated in a specific gender sport (for instance, playing fall boys soccer), must wait until the next school year to participate in any sport on the other gender team (meaning they cannot also play in the spring girls season or winter girls basketball team).

School Trips

For overnight trips, all students should be allowed to use overnight facilities that correspond with their gender identity or are single facilities. Transgender and nonbinary students (and parents for students in the grades 1 – 8) should be consulted in the planning process to ensure that concerns are addressed. At the High School, all students are consulted to ensure that they are as comfortable as possible with the arrangements, regardless of gender identity.

Specific Situations

• When camping, single person tents should always be an option for all students, and students should be in small groups where all students sharing a tent are comfortable with the arrangements. This means that tent groupings must be planned ahead, and all students consulted about their agreement to the plans. Parents of students in Grades 1 – 8 should also be consulted when there are issues of gender identity. High School staff will consult parents when it seems appropriate.

• When in dorms or bunk rooms, students should be allowed to use the facilities that they are most comfortable with, and for Grades 1 - 8 at least one chaperone of the gender identity of the majority of the group of students should be sleeping in the bunk room or dorm.

• When in hotel rooms, students should be allowed to be in a group that corresponds with their gender identity, or where they are most comfortable. For students in Grades 1 – 6 a parent, of the same gender identity as the majority of students, should be present in each hotel room. For students in Grades 7 – 12, all students sharing a hotel room should be comfortable with the arrangements. This means that hotel groups must be planned ahead, and all students consulted about their agreement to the plans, and parents when appropriate.

• Any changes that need to be made during the trip will be made by the chaperones that are present. Decisions will be made based on the students' needs and conversations with parents before the trip.

• Chaperones on trips should ensure that students are protected as much as possible including planning for public restroom support (using buddies, or a chaperone going with a student group) and stepping in if they are harassed by members of the wider public.

Dress Code

The RSSAA Dress Code is written as a gender-neutral dress code and all students are expected to meet it daily. Within the RSSAA dress code, students can dress as they wish, regardless of gender identity, and the school does not have gender related expectations for clothing for performances, dances, or events such as graduation.

School Communications

ParentSquare

ParentSquare is a parent engagement tool that helps RSSAA easily communicate and collaborate with parents. It is RSSAA's primary school-to-parent communication tool. All faculty and staff should be set up on and familiar with the system so that you can receive communications as well as communicate with any groups that you are a part of (i.e., Hiking Club, Model U.N., Parent Council, Sports Teams, etc.). Features of ParentSquare include:

- Group, class, multiple class, or all-school posts and individual direct messaging.
- Group, class, multiple-class, or all-school calendars with reminders.
- Parent-teacher conference signups.
- Signups and volunteer requests.
- Event RSVPs.
- Form registrations and payments.
- Photo and file uploading.

Useful Information

- You can use ParentSquare on any device. You can download the free mobile app for iOS or Android, and you can also use it from a computer at parentsquare.com.
- ParentSquare is tied directly to our student information system and is updated nightly.
- ParentSquare should **not** be used for school-to-employee communications. Employees can be included in ParentSquare posts, so they know what is being shared with families. ParentSquare employee groups will also be maintained so they can be included in appropriate ParentSquare posts.
- Campus admin staff should be included in class groups so that they will be kept aware of teacher-to-class communications.
- By default, ParentSquare is tied to your primary email address in our school database. If you need to update your personal information in ParentSquare, please request the change to the school database through HR. Database updates will populate ParentSquare overnight.
- Administrative staff working in ParentSquare can use parentsquare.com or the ParentSquare app. The website offers features that the app does not, including conference signups and group and administrative functions.

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 ParentSquare website. Please bookmark the address.
3. Check your inbox for an email from ParentSquare (check your junk folder) and click the link in the email to activate your account.
4. PLEASE TAKE THE TIME TO WATCH SOME SHORT "GETTING STARTED" VIDEOS. Have your phone available or the website open in another window of your computer so that you can pause and follow any instructions. You can also find more help files and training videos in the teacher section on the ParentSquare website.
5. **ParentSquare help is always available at** https://parentsquare.zendesk.com/hc/en-us. They have excellent, easily searchable help files or are available via chat and phone.

6. [Post Notifications Setting](#) - Users have the option to receive posts as an email, text, app notification, or a combination of methods. Users can also decide if they want an Instant email, or a Digest email that is delivered at 6 pm with all posts from that day. Please note that these settings are for post notifications only; alerts will be immediately received via text, voice call, and/or email as determined by the school.

7. [Creating Posts -](#) ParentSquare Posts are the primary way RSSAA communicates with our community. Posts can be sent to the entire school, to a class or several classes, or to a group or several groups. Creating a post is similar to creating an email and it can contain links, images or attachments and be formatted with different font sizes and colors. ParentSquare posts also give us the ability to:

   - Request Volunteers
   - Request Items
   - Create Conference Signups
   - Schedule an event with a reminder and/or RSVP on the ParentSquare calendar– Our public calendars are pulled into ParentSquare, but there are no reminders available. If an event is added to the ParentSquare calendar from within ParentSquare, you have the option of scheduling a reminder for the event and requesting an RSVP for the event. This can be helpful if you need to know how many families will be attending an event.

If a user would like something to be proofed before they share it, they can send it to the proofer via email then copy and paste the final version into ParentSquare, or create the post in ParentSquare, save it as a draft, and ask a ParentSquare Admin or VIP Staff to proof it.

Who is Responsible for Posts?

   - To a Class – Class Teacher or Campus Administrative Staff
   - To EC, Grades or HS – EC, LS or HS Coordinator or Campus Administrative Staff
   - To PreK-12 –School Administrator
   - To Groups – Group Owners (Public groups may be open to posting by any group members)

This is a general policy to help prevent duplication of posts and overwhelming families with information. It may change based on the situation. For instance, if there is an event at the LS that HS classes are attending, the LS Coordinator may include the HS classes in those posts, or the LS Coordinator might communicate with the LS classes and the HS Coordinator with the HS classes. A teacher may also assign an individual a ParentSquare Class Staff or Room Parent role and give them permissions to send posts to their class. The best strategy should be determined on a case-by-case basis to make it easiest for families to get the information they need.

Schedule for Sending ParentSquare Posts (to prevent message overload)

   - Between 8AM-8PM: All-school and administration posts
     - Administrative staff should only post information related to sections of the school (EC, Grades, HS), the entire school, or specific groups. Class-specific posts should be sent from the teacher.

   - BETWEEN 8AM-8PM: Posts from a student's teacher
   - Teachers should only post information that is directly related to their class and the children they work with.
   - ANYTIME - Groups such as class family groups, Parent Council, or athletics groups.
   - Alerts such as school cancellations will be sent via ParentSquare Smart Alert and are received via app, text, voice call, and/or email as determined by the school.
   - Users will receive auto-reminders of ParentSquare calendar events and volunteer or other signups that they have signed up for as determined by the ParentSquare system.

Alerts

Smart Alerts use the voice call component. Smart Alerts are alert messages and short parent reminders. Smart Alerts are designed to go first as a text message and, if the text message fails, then parents will receive the voice call. Smart Alerts give users the option to send a text, voice message and email. There is also an option to send both a text and voice message.

RSSAA uses alerts for snow days or other school-closing communications and, if needed, would use an alert in the event of an emergency. **Alerts should not be used as part of daily communications.**

Messages

Messages are back-and-forth communications that can be used with one or a few individuals, like text messaging. They are for infrequent communications that do not require a group.

Groups

Groups can be used for anything that requires communication or collaboration. Teams, Parent Council, Clubs, Winter Festival, and Appreciation Luncheon are examples.

- Some groups are used for cross-class communications. For instance, a sports team would have a mixture of students from multiple classes, so a group is used to choose specifically which families to communicate with about the team.
- Groups can also be set up to allow for collaboration within a class. An example would be creating a group for the 8th Grade Class Trip so that the parents can arrange carpooling, discuss chaperoning, or ask the class if anyone has an extra sleeping bag.
- Parents do not have the ability to post to classes with ParentSquare, they can only privately comment on a post that the school has made. However, commenting can be opened within a group so that all members of the group can comment and respond. NOTE: Members will not be alerted every time a comment is posted and must check back periodically to monitor the commenting within a group they belong to.
- Groups can be set up using the student (as for a team or a class trip) so that both parents receive communication or using individuals (as for Parent Council) so that only the individual selected receives the communication.
- Groups can be private or public. A private group will only be seen by the users who are added to it by the group owner(s) (i.e., HS Girls Basketball). A public group is open for anyone to join or leave as they wish (i.e., RSSAA Community News and Information, Parent Council).
- External members can be added to any group as needed. An external member is not a parent or employee of the school and so is not kept in our student information system. An example might be a sports team assistant coach or an alum who is chaperoning the Hiking Club trip.

To help organize groups, we have established group categories. Additional categories can be created, and groups can be organized as needed.

- For Families – A group for each class in the school that includes class families and the School Administrator (for monitoring purposes) but does NOT include the class teacher.
- Employees – Any group that contains only employees like "HS Full-Time Faculty" or "LS Class Teachers."
- School – Any group that is specific to a class or range of classes like "Grade 9 Farm Trip" or "Golden Eagles."
- Public Groups – Any group that is open for any user of RSSAA ParentSquare to join like "Parent Council" or the "RSSAA Environmental Stewards."
- Clubs and Groups – Any private optional or volunteer groups "MS Robotics Club," "HS Hiking Club" or "Diversity, Equity and Inclusion Group"
- Athletics – Sports teams like "HS Girls Basketball" or "MS Soccer"

<u>Naming conventions should be used</u>. Groups should be clearly named so that any user can easily tell what the group is for and who it includes. Please refer to existing groups.

- Do not put the school year in group names. Group members should be updated each year rather than deleting and recreating groups.
- Use EC, LS, MS, or HS at the beginning of a group name when appropriate - "MS Girls Basketball" and "HS Girls Basketball" rather than just "Girls Basketball."
- Use the class at the beginning of the group name when appropriate – "Grade 9 Farm Trip".
- Be specific – "HS Full-Time Faculty" rather than just "HS Faculty."
- Use the description field to include further information about the purpose of the group. This is especially important for public groups so that users understand what they are joining – "All Grade 9 families, HS Full-Time Faculty and Community Farm representative".
- If public commenting is allowed in a group, include this note in the description field: Public commenting is open in this group. Members will not be alerted every time a comment is posted, so please check back periodically to monitor the commenting within the group.

Directory

A directory of faculty, staff and families can be found on the ParentSquare website or app for current families who have registered for ParentSquare.

Calendar

The ParentSquare calendar imports the public All-School, High School, Grades and Early Childhood calendars. To not clutter up families ParentSquare, those calendars are associated with specific classes so that the events are visible to the appropriate families. The All-School calendar is visible to all ParentSquare users, the High School calendar is visible to users associated with a High School class, etc. If users want to see events happening in other areas of the school, they need to visit the calendar page on the school website.

Social Media

RSSAA maintains multiple social media sites, both public and closed groups. Due to the public nature of social media, our work with children, and the fact that some families opt out of having their student appear in media, we must be very conscientious about what is posted. Please be aware of the following guidelines around school social media:

- Social media is used primarily for marketing but also for community building.
- The school needs to maintain a level of control over what images and comments are posted and how they are shared and so limits the people who have access to post.
- RSSAA can maintain only one version of the media release, so a student will be able to appear in either <u>all</u> or <u>none</u> of the social media/marketing/private photo sharing groups of the school.
- Since photos can still be pulled from a private or closed-group site and reposted, students who do not have a signed media release should not be included in ANY social media.
- If a student requests that something they created which may be publicly displayed in school NOT appear in social media posts, the teacher or coordinator may put a red checkmark in the bottom right corner of the piece. This will be an indication to the Social Media Manager that a photo of the piece should not be taken.
- Teachers should NOT maintain their own class social media account.
- If a class would like to have a private social media account where they can interact, it should be taken on by a class parent(s) and will <u>not</u> be the responsibility of the school or the class teacher.
- Teachers may share photos with class families via the ParentSquare app.

- Teachers will need to keep track of any students who do not have a media release form and make sure their images are not posted.
- Student names or other identifying information should not be posted.
- All parents should be reminded not to download or share photos of other students without the permission of that student's guardian(s)

Media Release

Each family who enrolls with the school is asked to sign a media release form for their student and it is kept on file for the duration of the student's time at the school. Any student who does not have a signed media release form will be excluded from all marketing and social media. The LS office, HS office and the Communications Director will keep a photographic list of students who do not have a signed media release so that they may be easily identified for exclusion from marketing and social media. If a teacher chooses to share photos with their class via ParentSquare, they need to be aware of any students in their class who do not have a media release and not include their photos on the site.

SAMPLE MEDIA RELEASE

Occasional photography, audio, and video recordings of various school, athletic, extracurricular, club, and classroom activities are taken in the Rudolf Steiner School of Ann Arbor. The photos and recordings might be used to promote the school in various media forms such as: brochures, publications, on the web, social media sites (for example, Facebook), news articles, or advertising mediums. Photos might be alone or in a group. Photos may be kept on file for possible use in the future.

Your child's image may appear in occasional candid photos without any type of name identification and the use of these candid photos of your child is permissible.

The Rudolf Steiner School of Ann Arbor has my permission and consent to use photos, audio and/or visual recordings or images in which my child appears as described above.

I understand and agree that the Rudolf Steiner School of Ann Arbor may select and use the above images, photos or recordings as it deems appropriate in its discretion without notifying me in advance.

Child's Name: _____ (please print)

Custodial Parent/Guardian Signature: _____

Date: _____/_____/_____

NOTE: This form will remain on file for the duration of your child's enrollment in our school. This permission shall remain in effect unless revoked by the above signed in writing to the Administrator. New release forms will not be required each school year.

Our Social Media Sites

Facebook

All-School Facebook - Public Page - www.facebook.com/SteinerSchoolAnnArbor - Posts fun information and photos about PREK-12 daily activities, links to articles relating to Waldorf education and information about upcoming school events. Managed by the Social Media Manager.

Alumni Facebook - Public Page - www.facebook.com/RSSAA.Alumni/ - Posts fun information and photos about alumni and information about upcoming alumni and school events. Managed by the Alumni Relations Director and Development Director.

Instagram

All-School Instagram – Public Page - www.instagram.com/rudolf_steiner_a2/ - Posts photos and videos of PREK-12 daily activities. Managed by the Social Media Manager.

Alumni Instagram – Public Page –www.instagram.com/rssaa_alum/ - Posts information and photos about alumni and information about upcoming alumni and school events. Managed by the Alumni Relations Director and Development Director.

LinkedIn

www.linkedin.com/school/steinerschool/ - Public Page - Maintained as a resource for alums and development. Managed by Development Director.

YouTube

www.youtube.com/channel/UCSgBoZvqO3USNVUxkJIvtdA - Public Site - Posts videos for marketing and development. Managed by the Communications Director.

Blog

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

Social Media Disclaimer

The [https://www.steinerschool.org/about-us/social-media-disclaimer.cfm webpage](https://www.steinerschool.org/about-us/social-media-disclaimer.cfm) contains our social media disclaimer. The page should be linked from all social media sites.

Family Portal

Our Family Portal is a secure, online resource where you will find our school directory and useful school documents. The Portal will allow you to update your personal contact information and emergency contacts. To make sure your information is safe, we have partnered with FACTS, a Student Information System provider who specializes in data management for schools.

Family Portal for Extended Family

A family with a regular, non-parent/guardian caregiver may request that the caregiver have access to the Portal and school roster. To have Portal access, a person must be listed as a guardian in our FACTS database, which also gives them access to all the family's personal information, student records and ParentSquare.

- The request must come from the parent(s). We cannot add an additional guardian to the FACTS database at an individual's request.
- Both parents and new guardians must understand that the new guardian will have access to personal family and student information and contact information for all school families.
- New guardians will receive ALL school communications including general information, snow day alerts, marketing, contracts etc. just like a parent.
- No additional training or help beyond what we offer to parents will be available.

Faculty and Staff should familiarize themselves with the types of documents available on the Family Portal.
This will allow you to refer others to the portal rather than sending email attachments.
If our community uses the Portal to access information and documents, it will mean less work for faculty and staff, and we can more easily ensure the information is up-to-date and accurate.

Updated August 2024

Appendix A: Leave of Absence Request Form

Part A: Faculty Member

Your Name: _____

Start date of requested absence:_____   End date of requested absence: _____

Reason for requested absence:

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                 │
│                                                                 │
│                                                                 │
│                                                                 │
└─────────────────────────────────────────────────────────────────┘
```

Classes you are assigned to teach during this absence:

Who has agreed to cover class(es):

Total number of teaching days you will miss:
Total number of personal days remaining prior to this request:

Date request taken to faculty meeting for discussion:

Faculty response:

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                 │
│                                                                 │
└─────────────────────────────────────────────────────────────────┘
```

SUBMIT FORM TO CARRYING GROUP

Date submitted to Carrying Group: _____

Part B: Carrying Group Use Only

Date: _____   Request approved: yes / no

Copy to Finance Office: _____   Copy to EC, LS, or HS Coordinator(s): _____

Additional Comments/Reason if not approved:

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                 │
│                                                                 │
│                                                                 │
└─────────────────────────────────────────────────────────────────┘
```

Appendix B: Standard Classroom Supplies-Lower School

Early Childhood	Grade 2	Grade 4	Grade 6
Beeswax, natural	ML Books	ML Books	ML Books
Block crayons	Block crayons	Stick crayons	Journals
Paints/brushes	Stick crayons	Beeswax	Calligraphy pen*
Sponges	Beeswax	Giant pencils	Nibs*
Mat paper	Giant pencils	Kite/folding paper	Colored pencils (AN)
Kite/folding paper	Pencil sharpener*	Rulers, metric	Compass*
Yarn-brown sheep	Handwriting Prac bk	Pencil erasers	Leads
Candles	2nd grade assessment	Pencil sharpener	Blue books/graph paper
Felt, flannel, silk (AN)		Music book	Music book
Tissue paper			Blackboard compass
			Boards/nails-geometry
Grade 1	Grade 3	Grade 5	Grade 7
Recorders*	ML books	ML books	ML books
ML books	Block crayons	Colored pencils*	Composition books
Block crayons	Stick crayons	Pencil sharpener	Graph sheets/bluebooks
Stick crayons	Beeswax	Pencil erasers	Colored pencils*
Crayon holders*	Giant colored pencils	Music book	Chemistry Gr 7 bk
Beeswax	Kite/folding paper	Fountain pen*	
Jump ropes	Mat paper	Cartridges	Grade 8
Mat paper/English cardboard	Large lead pencils		ML books
Felt for Michaelmas	Rulers, inches		Composition books
	Pencil sharpener (AN)		Bluebooks/graph paper
	Music book		Colored pencils (AN)
			English cardboard
			Platonic solids
* = items carried over to following years	(AN) = replenished as needed		Diplomas

Appendix C: Gardening & Outdoor Education Safety Contract

Gardening and Outdoor Education

Safety Contract

Following safety rules during Gardening and Outdoor Education is essential to having a good experience in this class. Please sign below to indicate that you agree to the following rules, have your parents read and sign the form, and return it before our next class, Friday, April 9th.

You must be safe while working in the garden or anywhere on the school grounds. Do not do anything that would endanger you or someone else. Any horseplay or fooling around will lead to your dismissal from class.

Take good care of any tools that you use. Carry tools properly and always be aware of how close your classmates are while using tools. Only use tools that Outdoor Education Teacher has given you permission to use. Never run while carrying tools or point tools towards a classmate.

Always remain in eyesight of Outdoor Education Teacher unless she has given specific instructions otherwise (e.g., to retrieve a tool from Maintenance Supervisor).

At the end of class, clean up your tools and return them to where they belong.

Clean off your shoes as much as possible at the end of each class before reentering the building. Wash your hands with warm soapy water before resuming other activities.

Inform Outdoor Education Teacher of any accidents that occur.

Wear close-toed shoes and long pants while gardening. No sandals or bare feet. Fleece is not recommended as it is a "magnet" for burs and sticky seeds. You may wish to wear gardening gloves and tie back long hair.

Do not attempt to handle any animals we discover; observe them but do not try to catch them unless given explicit instructions by Outdoor Education Teacher to do so. Try not to harm any animals, even worms and grubs.

Do not ingest any plants unless given permission by Outdoor Education Teacher to do so.

Please alert Outdoor Education Teacher to any allergies such as poison ivy, stinging insects, or any foods.

I agree with the safety rules listed above, and any other rules of basic common sense not listed here. I understand that by breaking rules on this list, I may lose the privilege of participating in Gardening and Outdoor Education Class.

Signed: _____ (student)   Date: _____

Signed: _____(parent/s)   Date: _____

~ Gardening and Outdoor Education Teacher

Appendix D: HS Laboratory Safety

Rudolf Steiner High School of Ann Arbor - Laboratory Safety Rules and Procedures

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 not before the instructor's o.k.
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 in 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 a good 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 glycerin 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.

I _____ have read the above laboratory safety rules, understand them completely, and agree to follow them when working in the laboratory. I agree to abide by any additional instructions, written or verbal, provided by the instructor.

Appendix E: HS Computer Rules and Agreement Form

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.

I, _____, understand these rules and agree to abide by them.

Student Signature _____ Date _____

As the parent/guardian of this student, I have read these rules. I understand that computer access at Rudolf Steiner High School is intended for educational purposes. I understand that it is impossible for the High School to restrict all potential access to controversial materials without hampering the educational mission, and I will not hold the school responsible for materials that my student may find.

Parent Signature _____ Date _____

Appendix F: Reference Documents

- Bench Tool Safety

- Bloodborne Pathogens - PPE

- Care and Maintenance of a Playground

- Cyber Bullying – Do You Know Enough?

- School Bus Safety – Field Trips – For Drivers

Bench Tool Safety

Personal Protective Equipment Check

- Eye protection - clean safety glasses & face shield.
- Hearing protection for noisy machines & operations.
- Hand Protection - Leather Work Gloves.
- Use Proper Respirator when using cutting fluids.

Work Area Safety Check

- Well lighted.
- Not in traffic area.
- No slip or trip hazards.

Pre-Use Safety Check

- Ensure that bench or floor mounted tool is securely mounted.
- Ensure electrical cords are grounded.
- Check switch not damaged.
- Check to ensure there are no exposed wires.
- Ensure that cords are free from work area.
- Make sure all guards are in place and properly adjusted.
- Check that wheels are rated for higher speed than machine RPM.
- Check that equipment is securely mounted.
- Ensure that grinder tool rest gap to wheel is no larger than 1/8 inch.
- Conduct "ring" test for all new stones - ensure no cracks, breaks or chips.

Operation Safety

- Use tool rest - no free hand operations.
- Dress wheels as needed to prevent buildup and over heating.
- Stand aside from wheel when starting grinder.
- Keep hair, sleeves and jewelry out of work area.
- Replace wheel when you cannot adjust tool rest gap to proper opening size.

Bloodborne Pathogens - PPE

- Specialized clothing or equipment worn by an employee for protection against infectious materials
- Must be properly cleaned, laundered, repaired, and disposed of at no cost to employees
- Must be removed when leaving area or upon contamination
- PPE includes gloves, gowns, face shields, eye protection, mouthpiece, and resuscitation devices
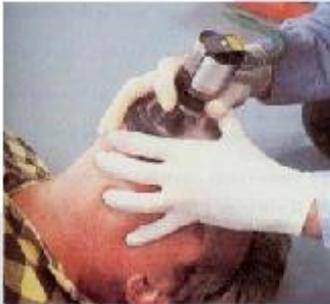
Care And Maintenance Of A Playground

As a playground ages, it will need periodic maintenance. Wear and tear by hundreds of children and the constant outdoor exposure to weather can make them vulnerable, even though they were designed for such use. Here are some steps to keep your playground in safe, working order.

1. Follow the maintenance and installation guidelines from the manufacturer of the playground as instructed in the manual.

2. Surface: examine the surface on which your playground rests. Is it in need to filler materials or resurfacing? Is it made of the latest, safest state of the art materials? Make sure the surface is evenly distributed if it is a loose fill floor, and check that it has not become compact or weak in spots. Correct if necessary. If it is a solid surface, make sure there are no cracks, or pits, or anything else dangerous. If there is a wooden border around the play area make sure it is free of splinters and not cracked, decayed or deteriorated in any way.

3. Examine the structure in a cursory way at first and look for obviously noticeable cracks and breaks. Make sure all hand rails and parts are firmly attached and check for things like rust spots, sharp edges, or areas which can snag clothing, fingers, etc. Make sure all equipment is firmly secured into place. Make sure plastic parts are sound and not weak in places and that they do not have rough edges.

4. Look for tripping hazards and remove them if necessary.

5. Look closer at the equipment now and see if there are any parts that could trap, snag or catch on a child or their clothing. Look for any protruding bolts, nails, screws, or missing protective plugs, etc. CLOSE all S Hooks!

6. If there are moving parts, make sure they are working properly and check for wear all over. Also inspect the components of moving parts such as the chains to swings or the see saw. Records of all inspections as well as records of all incidents and injuries should be retained.

7. If you are planning to clean the playground equipment, get recommendations from the manufacturer if possible to see which types of cleaners would work best. If you cannot find this information, consult an expert or stick to mild soaps. Wooden structures should be treated with an approved wood preservative once a year, and metal equipment should be repainted as needed, using safe (e.g., lead free) paint only.

Cyber Bullying - Do You Know Enough?

Cyber bullying is a new, popular trend among school children in which the problems of a rough day at school are settled on the internet playground. The absence of adult control, combined with the relative anonymity provided by technology, gives children the freedom to engage in cruelty that goes above and beyond what they could accomplish in the real world. The bullying in the cyber-universe can be extremely hurtful and damaging to the victims.

What is cyber bullying?

> Cyber bullying is a way of making fun of another person through the use of modern technology such as:
  - Sending hateful email messages
  - Creating websites intended to humiliate the victim
  - Forwarding private emails or instant message transcripts without permission
  - Taking embarrassing photos with a cell phone and posting it on the internet
  - Setting up polls and surveys on websites or personal sites to vote on who is the ugliest, etc.

Why it is so dangerous?

> Cyber bullies have a huge audience - all of cyberspace. Damage can be far-reaching.
> Victims of cyber bullying have no control of the material and cannot "escape." Simply avoiding the bully does not solve the problem
> The cyber bully can remain anonymous or impersonate others, thereby escaping punishment
> In not being physically present to see or experience the reactions of the victim, the cyber bully remains alienated from the consequences of his or her actions.
> Any slanderous information sent out into cyberspace is difficult, if not impossible, to expunge completely from the Internet.

What can a school system do?

> Cyber bullying often takes place outside of school, leaving the schools with limited ability to prevent it. However, here are a few things to do:
  - Develop policies and procedures to address behaviors associated with cyber bullying.
  - Include in policy that there will be "zero tolerance" for cyber bullying.
  - Encourage students who experience cyber bullying to report incidents immediately to parents and school officials.
  - Control usage of cell phones on campus, especially in locker rooms, restrooms or by pools.
  - Supervise school computers, and block problematic websites.
  - Involve parents, and make them aware that they need to watch for this problem in their homes.
  - Have parents closely monitor computer use, and move the computer into a public area of home.

School Bus Safety – Field Trips – For Drivers

Some school bus drivers may be asked to provide student transportation for a field trip event. When preparing for a field trip, keep the following points in mind to ensure a safe and enjoyable trip for all:

- Map out your route well in advance if necessary.
- Inquire about the exact student drop-off and pick-up points and the parking location for the bus.
- Ensure safe loading, unloading, and riding procedures at all times.
- Find out in advance if any passengers have permission to ride home with someone else.
- Have a list of emergency telephone numbers in case of vehicle breakdown, delay or medical problems.
- Know in advance about any eating and rest stop arrangements.
- Obtain a copy of the students' schedule.
- Find out what adult(s) will be responsible for the students.
- Make sure all equipment and objects on board are stowed as safely as possible. Materials must not block any regular or emergency doors and hatches, and it should not shift under normal braking or in the event of collision. Flying objects may cause serious injury.
- Count your passengers before leaving and after every stop.
- Do a complete vehicle pre-trip and post-trip inspection.