

RSSAA COVID-19 Continuing at School Plan 2020-21

Updated Plan
December 17, 2020

During this pandemic we especially hold the safety and well-being of our students, faculty, and staff with the highest regard. Much work goes into adapting our Waldorf education to the current world we live in, but we are doing it with energy and with a focus on meeting the needs of all our children and community members. In creating and updating this plan we have studied and reviewed the information and recommendations from the State of Michigan, the Washtenaw County Department of Health, and the Center for Disease Control to determine the best practices for a safe learning and working environment. This plan spells out how we are operating during the 2020-21 School Year. As always, we are driven by our Mission Statement and our Guiding Principles that are central to Waldorf education at our school.

Rudolf Steiner School of Ann Arbor 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.

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A. Overview of RSSAA Approach

As we reopen and go through the 2020-21 School Year, we have crafted this plan based on the guidance of the State of Michigan, the Washtenaw County Health Department, and the Center for Disease Control. We have worked with these recommendations and with the specific challenges and possibilities provided by Waldorf Education, our specific campuses, and the needs of our community. We are committed to meeting all laws and regulations in place at any time during the school year but realize that laws and regulations may change and that our internal policy decision making process is the most reliable for all community members. This plan is the statement of our school policy and practices for the 2020-21 school year, in regards to the COVID-19 pandemic, and will stand in place regardless of changing laws and public health mandates unless our policies do not meet the minimum legal requirements we are under, in which case we will amend our plan to include those additional legal expectations. This means that even as rules, laws, state mandates and regulations change over the coming months you, as a community member, can be confident that this plan is in place and will continue until we choose to amend it, through a collaborative approach outlined in section G below.

Our examination of the recommendations, regulations and the known science around COVID-19 has shown that there are specific behaviors that are most likely to provide the highest level of protection from viral transmission of the illness. Our plan is based on applying these behaviors as strongly as possible within a school environment. These behaviors are:

- A. Wearing of Masks – especially indoors and when physical distancing is not possible
- B. Physical Distancing – six feet minimum is recommended when possible
- C. Hand Washing or Sanitizing – ideally when changing environments and regularly throughout the day
- D. Minimizing contacts throughout one’s day – creating “bubbles” and “cohort” groups – known as “nests” and “pods” throughout the school

At the time of the writing of this plan there are Washtenaw County Health Department regulations that require the wearing of masks for children in grades K – 12 and physical distancing when possible. However, we are committed to implementing all four standards across the school (as appropriate, based on child development) during this school year, even if rules and regulations change, to provide consistency and reliability to our school community. As the pandemic wanes and masks become less necessary, we will use the decision making process outlined in [section G](#) to make the decision about when these policies will change, including when masks are no longer required at school.

RSSAA Modes of School Operation

In this Continuing at School Plan, we lay out details for each of the modes of our school operation. These plans include the health and safety practices we will be implementing, our curriculum adaptations (by level of the school), our mental and socio-emotional health supports, and the plans for various areas of our operations. We will move between these educational modes in response to the prevalence of the pandemic in the county and the state. We will actively review state announcements and the orders of the Executive Branch and Health Department and participate in Washtenaw Public Health school updates, all of which will help us to anticipate upcoming changes in the course of the pandemic so that we will be as ready as possible to respond.

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- **Remote Learning** – We will be in remote learning when either there are legal orders in place that require that all schools be in remote learning, or when the collaborative decision of the Board and College (see [section G](#)) is that we are best served by remote learning. Our goal is to be in school as much as we can safely manage during this school year, but we will be remote if the safety of employees or students requires it.
- **Low-Density Instruction**–In this mode we will be able to be on campus, but not to have our usual class-sized groups of students together – instead, we will be operating in pods of up to ten students. During this phase we are also offering our Flexible Classroom Link Program which supports students whose families want them to remain at home and receive their education remotely. In this phase we will seek to maximize the use of masks, physical distancing, hand washing and small group cohorts. This is the mode of school that we are operating in as of October 30, 2020.
- **Limited Class and Community Gathering** – We will be in this mode when the risk of COVID-19 being transmitted through the school is reduced but not eliminated. We will reduce the use of cohort groups, and the Board and College will collaboratively decide under what conditions masks for students and/or employees are needed on campus.
- **Normal School** – We will be in this mode when the community is in a post-pandemic situation, and when the chance of transmission of COVID-19 at school is low. This is how we have operated in past years. During this mode we will be able to have students in groups across grades, bring classes together for curriculum and social reasons, and fully welcome parents and community members into our buildings.

The work to update these plans was carried out by RSSAA Faculty and Staff and supported by the COVID-19 Task Force. Members of the COVID-19 Task Force are:

Paul Trombley	College Chair
Gary Banks	High School Faculty Chair
Peggy Wilson	Lower School Coordinator
Heather Rindels	Board Vice President and Grade School Parent
Jim McCauley	Board Treasurer
Knut Hill	Board Secretary and Grade School Parent
Sara Deon	Parent Council Co-Chair and Early Childhood Parent
Siân Owen-Cruise	School Administrator
Carolyn Raschke	Finance Manager

This plan was approved by the Board of Trustees and the College of Teachers on Thursday, October 29 in a combined business meeting. Over the three-week process to update this plan there was full consultation and input from faculty at all levels, administrative staff, and a community input process.

Members of the College of Teachers are:

Wendy Abate	Early Childhood Lead Teacher
Gary Banks	HS Science, Music and Math Teacher
Anne Birney	Early Childhood Lead Teacher
Erica Choberka	HS Life Science and Math Teacher

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Noelle Frerichs	HS Physics and Math Teacher
Angela Gladstone	Early Childhood Lead Teacher
Abby Kurlfink	Early Childhood Coordinator
Siân Owen-Cruise	School Administrator
Yoni Paz	HS Humanities Teacher
Paul Trombley	College Chair
Tara McKnight	Grade Five Class Teacher
Perla Schaeberle	LS Spanish Teacher
Karen Sheridan	Grade Six Class Teacher
Robert White	Grade Seven Class Teacher
Peggy Wilson	Lower School Coordinator

Members of the Board of Trustees are:

Gary Banks	College Representative
Anni Fox Maniglia	RSSAA Alumna
Elizabeth Head	Current RSSAA Parent
Knut Hill	Secretary and Current RSSAA Parent
Daryl Honor	Alumni Parent and RSSAA PT Teacher
Jim McCauley	Treasurer
Mike McFall	Current RSSAA Parent
Don Remboski	Chair and Alumni Parent
Heather Rindels	Vice-Chair and Current RSSAA Parent
Timothy Standke	Current RSSAA Parent
Paul Trombley	College Representative

B. Making this work as a Community

Rudolf Steiner School of Ann Arbor is a unique community and during the spring of 2020 we worked together – as parents, teachers, administrators, and students – to make the unprecedented remote-learning period work as well as possible for everyone.

Over the past few months, we have done a great deal of work together to make in-person school possible. There are also things that we can all do that will help us stay healthy and connected throughout the school year. These individual personal choices are more important than ever as we enter the winter months with a likely higher risk of COVID-19 transmission within our extended community, and potentially within the school. These include:

- Having patience with each other as we learn a whole new way of being at school. As we have all experienced as we move from the Stay-at-Home order to a slightly more normal life, it is not normal at all – and at times it feels as if we are in a different country or time. The more patient and caring we can all be for each other as we experience the stress and anxiety of returning to school the more we will be able to come together and make this as nurturing an experience as possible for the students, teachers, parents and staff.
- Following the Health Department guidance around health and when to stay at home. This means that faculty members (who may be tempted to work through almost any illness) need to take the time off this year, and parents need to keep children home when they are unwell, and we understand how hard this can be at times. To be true partners with the Washtenaw Health Department we all also need to be responsive to them if they contact us, usually by phone. Please answer any calls from the Washtenaw Health Department and cooperate with them if they ask you to quarantine or share contact information.
- Refraining from judgement and curiosity when someone does test positive for COVID-19. It seems inevitable that at some point in the coming year someone, whether a faculty member, parent, or student, will test positive for COVID-19 and will have potentially exposed some community members. It will be easy to assume that they were doing something risky, but they may have just been going to the grocery store or to work. We need to be supportive of anyone in the community who is taken ill.
- Considering how our personal behavior may open up risk for the community members we are in contact with. The choices we make in our personal life will have more of an impact on those around us than usual, so please make every effort to limit your exposure to COVID-19 to protect the school community.
- Sharing when things are not working well for us – whether it is school related or more general. We all need to be able to ask for support when we need it, and your coordinators, teachers, and fellow parents can all work to solve problems, address concerns, and give a physically distanced hug.
- Talking with your level coordinator – Abby Kurlfink for the Early Childhood Program; Peggy Wilson for Grades One to Eight; and Laura Shope, Ann Brennan or Heather Lomason for the High

School – whenever you see or experience something that you think could be handled in a way that would be more supportive of members of our community. All the coordinators are working to ensure that the plan is followed and that we meet all of our commitments to health and safety protocols, and if you are aware of something that is being overlooked or not fulfilled, please share that directly with them.

Together we can get through this coming school year in the best way possible – one that supports and nurtures our children and each other. We appreciate all your involvement and support in making this school year successful.

C. Plans for Remote Learning

RSSAA will be in a remote-learning mode during any of the following conditions:

- There is a State or Health Department ruling or regulation that requires that we be so
- The Board and College collaboratively have decided that it is the wisest mode for our community
- We are in the first day or few days of responding to a positive COVID-19 case on campus (see [Appendix 2](#) for details)

Remote Learning Safety and Health Protocols

In a remote-learning period the children, faculty and staff will spend their days at home rather than at the school building, therefore minimal safety and health plans are needed. However, any school-closing periods will be used as an opportunity to deep clean our buildings and campus.

Remote Learning Curriculum and Instruction Plans

Please note that if we move into a remote-learning period from a low-density instruction period, we will have two days without instruction to allow faculty and staff to transition from the in-person to the remote classroom. This will allow time for the distribution of technology and curriculum packets and for teachers to prepare for their remote instruction.

If we have a short remote-learning period as we respond to a positive COVID-19 test in an employee or student we will not have the two day pause before beginning remote education, but will have a limited program for the day or two that we are not in-person. The full policy for our response to a positive case on campus can be found in [Appendix 2](#).

Remote Learning Curriculum and Instruction Plans: EC Program

We understand and acknowledge that remote learning is far from an ideal way to deliver the curriculum of our toddler, pre-school, and kindergarten classes. However, we are preparing to support parents and children during any remote-learning periods that occur during the 2020-21 school year.

We prepared craft and activity take-home packets this summer that will be ready at the school for periods of remote learning. When we must transition into a remote-learning period, families will be able to take these prepared packets home to support both the activities that the Early Childhood teachers will be leading during the remote-learning time, and for independent use at home.

This summer, teachers recorded songs, circles and stories that can be used in our curriculum posts that are appropriate year-round to easily plug into remote-learning periods any time of the year. These will be like the video offerings of the past spring and will be shared with you through our remote-learning platform. Teachers have also worked to build resources for remote learning throughout the summer, curating outside materials and developing our own – this includes activities, videos, games, libraries, and book lists.

During a remote-learning period, Early Childhood families can expect:

- One large curriculum post for the following week with crafts, activities, songs, circles, games, online resources, and articles for parents – sent out on Thursday or Friday of the preceding week.

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- Zoom gatherings for students – usually 1x per week.
- Connections with teachers (phone and Zoom) as appropriate and requested by the family. During the remote-learning period in Spring 2020, we found that the daily rhythm for some families worked well with teacher connections, and others did not. Therefore, we do not want to pressure families for contact if it is not something that works with them.
- Individual family support from the whole program (including coordinator, Class Teacher, assistants, and others) as families need and want during the period.

Remote Learning Curriculum and Instruction Plans: Grades One to Eight

We are fully prepared to transition to remote learning for Grades One to Eight with an appropriate remote-learning plan for each grade. This will naturally develop in intensity and content as the students progress from Grade One to Grade Eight.

We will be using our new Learning Management System (see details under [Operations](#) and an introduction to its use in [Appendix 4](#)) which allows us to provide materials in a single, easy-to-find place including homework summaries and reminders to help students and parents keep track of assigned work.

Class schedules will be created to overlap so that families with multiple students will be on the same daily schedule to ensure a healthier school rhythm at home.

Teachers have prepared supplies to send home, including crayons, pencils, Main Lesson Pages, and books if remote learning is required. In these packs, individual teachers will have instructional packets of lessons that could include white boards, chalk, cards, dice games, or study sheets in clear plastic sleeves. Science kits will also be prepared ahead of time, as well as handwork and art projects with all the necessary supplies needed.

An overview of what we are planning is below. In the case that we transition to remote learning there will be two days without school to allow teachers to fully prepare and communicate all curriculum plans to parents:

Grades 1 and 2

- Pre-recorded songs, verses, stories, and lessons. Zoom check-ins with parents and students and check-ins with small groups of 2-3 students to check on progress, to see work and to inspire students.
- Material for progression in all curriculum areas will be provided to parents for work at home.
- A schedule for the day and week will be shared with parents weekly for parents to implement or take guidance from.
- Show-and-tell opportunities for students with their teacher over Zoom.
- World Languages: Pre-recorded lessons in both languages.
- Games: YouTube videos created so children can follow along.
- Zoom office hours for teachers to check in with and support parents.

Grade 3

- Pre-recorded stories, videos or Zoom of teacher showing form drawing, doing morning verse and morning movement exercises, warmups, math reviews, language reviews, etc.
- Material for progression in all curriculum areas will be provided to parents for work at home.
- A schedule for the day and week will be shared with parents weekly for parents to implement or take guidance from.
- Reading aloud on Zoom from chapter books.
- World Languages: Pre-recorded lessons in both languages.
- Games: YouTube videos created so children can follow along.
- Handwork: Project sent in packets from school with Zoom check-ins weekly for questions and to share progress.
- Zoom office hours for teachers to check in with and support parents.

Grades 4 and 5

- A project-based curriculum will be delivered to parents through our Learning Management System (LMS).
- There will be two weekly Zoom full-class check-ins with students to be kept to 30 minutes.
- Material for progression in all curriculum areas will be provided to parents for work at home.
- World Languages: Pre-recorded lessons and homework packets in both languages.
- Games: Zoom games classes and videos students can use at other times.
- Handwork: Projects sent in packets from school with Zoom check-ins weekly for questions and to share progress.
- Math: Grade 5 will have Zoom classes with instruction twice a week.
- Instrumental Music: Opportunity to sign up for one-on-one lessons.
- There will be no more than one Zoom class per day.
- Zoom office hours for teachers to check in with and support parents.

Grades 6-8

- Grade 6 will have two Main Lesson Zoom times per week; Grades 7 and 8 will have three per week.
- Break out groups during Main Lesson were very helpful this spring and teachers are developing ways to effectively use them in future remote-learning periods.
- We will work out the weekly schedule for Zoom classes to be more in line with the regular school schedule so that families with siblings would follow the same schedule.
- Material for progression in all curriculum areas will be provided to parents for work at home.
- World Languages: Zoom classes twice a week and work with the World Language Text readers.
- Games: Zoom games classes and videos students can use at other times, and physical activity in each Main Lesson Zoom meeting.
- Handwork: Projects sent in packets from school with Zoom check-ins weekly for questions and to share progress. Grade 8 will have a specific curriculum around textile pollution, waste-free patterns, and other ecological topics.
- Math: Zoom classes with instruction twice a week.

- Art: Art projects sent in packets from school with Zoom time to check in with teacher with questions and to show work in small groups.
- Instrumental Music: Opportunities to sign up for one-on-one lessons.
- Zoom office hours for teachers to check in with and support parents.

Remote Learning Curriculum and Instruction Plans: High School

During remote-learning periods the High School will provide a full curriculum of classes to students through the Zoom platform, individual work, and one-on-one interaction.

The day will be structured around specific Zoom classes in a schedule that mirrors the regular school day (in a similar way to spring 2020). Some classes will be modified to better fit the Zoom learning platform and its limitations (for instance, the inability to sync audio for group music lessons) and the need to not overload students with too much screen time.

- **8:00 – 8:50 am Mathematics and Language classes** – Four math classes a week and two Language classes offered in the same periods as during in-person instruction.
- **8:55– 9:45 am - Mathematics and Language classes** – Four math classes a week and two Language classes offered in the same periods as during in-person instruction.
- **10:00 – 11:30 am - Main Lesson** – See below for more details – all four Main Lessons will take place at the same time and we can provide computer equipment for any family that does not have enough at home.
- **12:00 – 1:30 pm - Individual Music lessons by arrangement** – During remote learning in the 2020-21 school year, Music lessons will be offered by individual arrangement. Students who do not wish to participate in a Music lesson will not be required to.
- **1:30 – 3:00 pm - Afternoon Subjects, Movement and Art Classes** – Students will have a daily class to complete – Art once a week, Movement once a week, each afternoon subject twice a week, and one other class dependent on the time of year (College prep, etc.).
- **3:00 – 5:00 pm - Individual homework, clubs, and faculty office hours**

Main Lesson Details: When we shared the Main Lesson Block Schedule for 2020-21, you may have noticed that each of the last two blocks of the year are colored in green. These blocks have been prepared by faculty members as remote-learning blocks that we can take up at any time in the year that we move to remote learning. For instance, if a remote-learning period starts in mid-November the faculty will pause the Main Lesson blocks that students are taking and instead move the class to the first of the prepared remote blocks with the teacher of the new block. When we return to school (hopefully in a few weeks) the class will finish the remote block and then return to the block that was underway in November. This provides two big advantages. First, faculty have prepared blocks for remote learning during their summer preparation. If we do not have to do any remote instruction it will be much easier for them to return a block to face-to-face instruction than to quickly make a block planned for direct instruction into a remote block. Second, we have chosen blocks for this remote preparation that are the most amenable to remote instruction. So, if a class is in the middle of a Chemistry Lab class at the time of the start of a remote-learning period, they will move to something less hands-on and complete the lab class upon our return.

Materials and Supplies: We have prepared art and class take-home packets that are ready at the school for periods of remote learning. This will mean that students will be well prepared for their Main Lesson, subject and Art classes without a lot of searching for supplies or having to come to the school to collect items. This is another advantage of planning the specific remote-learning blocks as these materials will be prepared in August and ready for use whenever in the year it is necessary.

Remote Learning Mental and Social-Emotional Wellbeing

It is essential that during remote learning we continue to tend to the mental and socio-emotional wellbeing of all our students. Throughout remote-learning periods the coordinators of all three levels will be working full time with a primary focus on holding students, parents, and teachers in all ways, especially in meeting this difficult situation in the healthiest way possible. The right balance of schoolwork and personal time is different for every student and every family. Our priority will be to work to individualize the remote-learning experience to meet the needs of each student and family.

Remote Learning Mental and Social-Emotional Wellbeing: Early Childhood Support

The social and emotional health of families and children will be supported through regular contact with teachers and a full array of curriculum ideas for multiple learning styles that provides sensory-rich experiences. Each family will be free to choose how much of the offered curriculum they wish to use in their own household and are encouraged to find the right balance of school and home as appropriate for their specific situation. Teachers will reach out to families with children who have specific learning needs as was done during the previous remote-learning period.

Remote Learning Mental and Social-Emotional Wellbeing: Grades One to Eight Support

One of the challenges for the Grade School students is the issue of adjusting to a remote-learning period. Therefore, at the beginning of the school year, right when we returned, we began to prepare students in Grades 4 to 8, for learning success online. We have worked through our expectations and rules for behavior on Zoom, learning how to listen to others and raising hands to be recognized, as well as help them to “be seen” and learn the online social cues. We will continue to work to support the development of warmth and a sense of belonging and community within the online environment. We are also working to ensure that older students are prepared with the basic technological skills needed for the online environment, including how to work with the Learning Management System (LMS).

If we need to take up remote instruction, we will be cognizant of the pace of instruction, with limited attention span by age taken into account for lesson presentations, and have organized work time while teachers are still present on Zoom or other learning platforms to provide assistance if needed (thereby freeing up the parent to possibly work alongside). This balance of direct instruction, support and social interaction is still under development at each grade level but will be formed to support the children as completely as possible in the remote setting.

Families will be supported through regular contact with Class Teachers and a full array of curriculum ideas for multiple learning styles that provide sensory-rich experiences. The Care Coordinating Group has identified students needing additional support and put Support Plans in place. During any periods of remote learning we will expand on the support services we offered this past spring with additional office hours, student-support teachers offering Zoom time for individual and small-group student support in Math and Language arts, reading circles, and supervised homework periods with a student-support faculty member proctoring and supporting.

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Class meetings for parents will also continue during the remote-learning period and will be scheduled to ensure that parents working during the day can participate.

Remote Learning Mental and Social-Emotional Wellbeing: High School Support

We are highly aware that remote learning is far from ideal for teenagers in so many ways, and that includes challenges socially and with mental health. Throughout any remote-learning periods, we will be continuing to offer support for all students through Laura Shope, HS Student Support Coordinator, and Armaity Minwalla, HS Mental Health Counselor. In addition, we will continue to offer student forums, assembly, and some extracurricular clubs to help students stay socially engaged with their classmates.

We are committed to supporting all high school students with individual learning needs during any remote-instruction periods. During the transition to remote learning, we will hold meetings with all students with a support plan to ensure that the plans are updated to reflect remote-learning needs.

Remote Learning Operations

While in a remote-learning period, many aspects of normal school operations will be on hold. However, we will be using the time when students are off campus to be ready for their quick return – this includes ensuring that the buildings are ready for students to return on 24-hour notice.

Remote Learning Operations: Technology

As with the spring 2020 remote-learning periods, the school will be making computer technology available to students and families at all age levels (from Early Childhood to the High School). We have ample computers and monitors available through the High School Computer Lab. Any family that is aware that they will need some technology should let their level coordinator know so that we can quickly meet any needs.

Remote Learning Operations: Communications and Learning Management System

We will continue to use ParentSquare for parent communication around general school news, committee work, and class family communication during remote-learning periods. We will be using our new school Learning Management System (LMS) to manage all communication around classes, especially Zoom links and assignments. We have already rolled out the LMS at the High School and are supporting students and faculty in fully exploring its strengths and challenges. As the school year continues, we will introduce the Middle School students to the technology and will be ready to expand to the Lower School campus upon a transition to remote learning.

The LMS will provide an individualized home-base for each student. This home-base will contain a link to each class that the child is taking. For the youngest children this will be just a link to the materials put up by their Class Teacher and for high school students, they will have a link to a “classroom” for their Math, Language, Main Lesson, afternoon subject, and Art classes. All Zoom links, assignments, homework, quizzes and written communication from the teachers will come through this home-base, meaning that a student (or parent supporting a student) will need to log in to one site and will then have easy access to all materials.

An introduction to the LMS is included in [Appendix 4](#) of this document.

Remote Learning Operations: Athletics

During remote-learning periods we will not be able to have any athletic program operating. There will be no practices, no training, and no competition. However, in the High School, individual coaches can work through Zoom with students on individual, at-home training, and preparation plans.

Remote Learning Operations: Events

A remote-learning period will affect events in the following ways:

EC and Grade 1 – 12 Parent Meetings	Zoom
High School College Nights	Zoom
Golden Eagle Meetings	Zoom
EC and Grades Lantern Walk	Cancelled
Parent Teacher Conferences	Zoom
Winter Festival	Zoom
Spiral of Light	Cancelled
May Day	Cancelled
End of the Year Picnics	Zoom
End of Year Rose Ceremony	Celebrated in a remote but meaningful way being developed by faculty and Senior students.

Remote Learning Operations: EC Program-Specific Remote Instruction Considerations

We understand that Early Childhood families choose our Early Childhood program for many different reasons: the Waldorf pedagogy, including the emphasis on outdoor time, free play, social learning and the development of the imagination; our outstanding teachers; the warmth and beauty of our classrooms; and our beautiful campuses.

We also know that many parents also depend on our Early Childhood program to provide care for their child during the workday and that building closures in March due to the pandemic created hardship for many families. Despite the wonderful efforts of our teachers to offer elements of our program from a distance, we realize that our distance-learning offerings for Early Childhood families cannot substitute for childcare needs.

To meet the needs of new and current Early Childhood families, we offer two Early Childhood program options for the 2020-21 school year as outlined below:

A. Continuous Early Childhood Program (Emergency Child Care Option)

This program is available for children of essential workers who are already enrolled in our Early Childhood program. One classroom each of PreK and Kindergarten will remain open for childcare in accordance with State of Michigan Licensed Emergency Child Care Providers guidelines.

Licensed Child Care Providers can remain open because they are deemed critical businesses during the pandemic. Tuition will remain as published in the Tuition Schedule or as already confirmed on your child's 2020-21 enrollment contract. If Emergency Child Care is closed because of a case of Covid-19 within the program, tuition adjustments will be applied per the schedules below. The Early Childhood Coordinator directly contacted parents in August to discuss whether parents would like to sign up for this, and whether they can qualify as essential workers. If you would like to update your choice, please be in contact with Abby Kurlfink.

B. Early Childhood Program with Adjustments

Our Early Childhood program could be closed for periods of time throughout the year according to federal and state mandates. If our Early Childhood Program or an individual Early Childhood class or pod is closed, adjustments will be made for Early Childhood families according to the plan below.

First Closure Period (consecutive weeks)

Remote Early Childhood Program and check ins will be provided during all weeks, including the weeks that are compensated with free camp weeks.

Week 1	No tuition adjustment
Week 2	1 st week of complimentary camp in February 2021
Week 3	2 nd week of complimentary camp in April 2021
Week 4 and after	75% tuition refund based on days buildings are closed

Second Closure Period (consecutive weeks)

Remote Early Childhood Program and check ins will be provided during all weeks, including the weeks that are compensated with free camp weeks.

Week 1	No tuition adjustment
Week 2	1 st week of complimentary camp in Summer 2021
Week 3	2 nd week of complimentary in Summer 2021
Week 4 and after	75% tuition refund based on days buildings are closed

Third, Fourth, etc. Closure Periods (consecutive weeks)

Remote Early Childhood Program and check ins will be provided during all weeks.

Week 1	No tuition adjustment
Week 2 and after	75% tuition refund based on days buildings are closed

This closure plan will also apply to individual pods and classrooms if there are closures for quarantining because of an exposure to COVID-19.

If you choose to keep your Early Childhood Program child home when the classroom or pod is open, you will be responsible for tuition. There will be no tuition adjustment.

Note: Our Grades 1 – 12 programs will continue remotely if buildings are closed, and we will deliver the full remote-learning program to all Grades students. Unfortunately, we will not be able to reduce tuition during a period of remote learning for families with students in Grades 1 – 12. We do encourage families who are financially impacted by the challenge of remote learning to work with our business office to file an emergency tuition assistance request.

D. Plans for Low Density Instruction

Low-density instruction is the condition under which we opened school this fall – when the reduction of daily contacts, wearing of masks, physical distancing and hand washing should be maximized. In these periods we will always meet any rules or laws that apply to the school, but our policies might exceed the rules in place at any one time. Our goal throughout low density is to support families with a variety of programs that allow each family and student to choose the right level of on-campus presence (from full days to none) and simultaneously to avoid overwhelming our faculty and staff with too many individual programs. This section details our plans for students to have a positive and engaging daily on-campus experience while still meeting health and safety guidelines for physical distancing and transmission mitigation. [Section E](#) outlines the option for families and students who are not ready to return fully to campus during low-density instruction – our Flexible Classroom Link Program.

Low-Density Instruction Safety and Health Protocols – On Campus

The safety protocols to be used during low-density instruction are all designed to minimize the spread of COVID-19 in the school environment, protecting students, families, faculty, and staff.

Low-Density Instruction Safety and Health Protocols: Masks

In low-density instruction, the following requirements for facial covering (masks that cover nose and mouth) will be in place:

- **Faculty and Staff:** All faculty and staff will always wear a facial covering (except when eating or drinking) when they are indoors on campus. Masks can be removed when in private offices with closed doors. Mask breaks can be taken when on campus, outside and at least ten feet from students or adults. Masks can be homemade, of cotton or other material that provides containment of aerosol droplets, or disposable, level-one grade surgical masks. RSSAA will provide masks to all faculty and staff who would like them provided, but employees are encouraged to decide what is the most comfortable for them individually and to be ready to wear them throughout the school day. RSSAA will provide N95 masks for any faculty and staff whose daily work takes them into contact with more than one pod of students (front desk staff, and High School teachers, for instance). Faculty and staff will be asked to change their mask to a fresh one at lunch daily. Masks should be washed daily and used masks should be stored in a plastic or glass container to be taken home at the end of each day.
- **Grades 1 – 12 Students:** In low-density instruction, all students in Grades 1 to 12 will be expected to wear a face mask throughout the school day. Masks can be homemade or disposable, level-one grade surgical masks. Students are asked to provide their own mask, but RSSAA will have them available if a student forgets to bring one. Students will be asked to put their mask on before entering the building and to wear it throughout the day unless they are outside **and** physically distanced. As with faculty and staff, students are asked to bring a fresh mask to change into during lunch daily and to take them home daily to wash. Please see the [Curriculum](#) topic in this section for full details of our expectations for students across the grades.
- **Early Childhood Students:** In order to follow the Health Department order and to honor the safety and wellbeing of classmates in our mixed-age classrooms, we are asking that all children in our mixed-age Kindergarten classrooms (Redbirds, Bluebirds and Robins) wear masks while indoors, except for our two-year-olds. The two-year-olds in these classes will not be required to

wear masks and we will help them transition to wearing one as they turn three years of age. We are not currently asking Chickadees, our Preschool class, to wear masks. Children are not required to wear masks while outdoors, eating snack and lunch and resting. Our nests transition in and out of doors many times throughout the day and spend an average of 2-3 hours outdoors daily. Wearing masks during rest and nap time is strongly discouraged by medical professionals for children and as such we are placing nap mats at least six feet apart from one another.

Low-Density Instruction Safety and Health Protocols: Hygiene

Hand Hygiene

Students and teachers will be washing hands with soap and water, or using hand sanitizer, every two to three hours throughout the day. Every student will be asked to wash their hands or use hand sanitizer upon arrival at school, and before and after eating.

If you prefer that your child use their own hand sanitizer, you may send one into the school with your child's full name labeled on it. If you chose to bring hand sanitizer from home, it must contain at least 60% isopropyl alcohol per CDC recommendations. We are currently using Kem Krest Hand Sanitizer Alcohol Antiseptic 80% Topical Solution.

We will ensure that each classroom is always fully stocked with tissues and paper towels.

Cleaning and Disinfecting

The school buildings will be cleaned every night using the recommended cleaning protocols during the time of COVID-19. We will be using child-safe and ecologically-friendly products that meet state and licensing guidelines. All high-touch surfaces and bathrooms will be cleaned throughout the day and any shared spaces will be cleaned between groups of students. Common areas (sinks, bathrooms, doorknobs, table-tops, shared items, etc.) will be cleaned and sanitized at least twice daily.

In all our buildings the water fountains will be turned off as they are high-touch surfaces that are hard to keep sufficiently clean. In the High School, the water bottle fillers will be accessible, and students will be able to fill their own bottles. In the Lower School, each room will continue to have filtered water available, and teachers will help with water bottle filling. We will be encouraging all students to bring water bottles to school for their personal use.

The air handling systems in all our buildings have been enhanced this summer and fans will run throughout the school day in low-density instruction to ensure that there is an ample exchange of air. In addition, if weather conditions support it, windows in all our classrooms will be open daily. We are having ionizing sterilization units installed in the Middle School and High School air handling systems.

At the Lower School, playground equipment will undergo routine normal cleaning as necessary. Handheld sand toys are disinfected daily after use. Children will use indoor shoes to decrease the amount of dirt and germs from outdoors that enter the building. In all grades classes we have decreased the number of items in the room and are asking students to avoid using each other's supplies and equipment.

Across the school there are some supplies that need to be used by multiple students either on the same or different days. There are three ways that we are handling this:

- A. We have purchased additional supplies – such as glue sticks and scissors – so that students each have their own and the problem is removed.
- B. Things that are not used daily are washed and then stored for at least three days before being used again, removing a chance of transmission – cups for tea in the first grade for instance.
- C. Alcohol wipes and sprays are used to clean the supplies between students – for instance math manipulatives are used by one child in a day, cleaned with alcohol and then used by another child another day or later in the same day.

Low-Density Instruction Safety and Health Protocols: Spacing, Class Size and Movement

In low-density instruction it is highly recommended that students be in small groups and at least six feet apart for all lessons, work, and classroom experiences. To achieve this, we will be teaching the classes in pods of eight to ten students (depending on class size and room size, and up to 12 in the EC Program). Each Grade 1 to 12 student will have an individual desk assigned to them and will not be allowed to sit at other students' desks. In addition, there will not be tables shared between students during low-density instruction. This means that all Grades 1 to 12 students will eat lunch at their assigned desk and not in common areas. In the Lower School, students will not move through the hallways in the building, instead having all their lessons in their assigned classroom and exiting to the outdoors through the classroom doors (or when there is not one, through a specifically assigned door for that pod).

EC students age three and over and in mixed-age kindergartens will be wearing masks and in nests of eight to twelve students when indoors. Masks do not need to be worn outside, during nap time or during snack and lunch times. Students in the Early Childhood program will not be expected to stay six feet away from each other, or from their teachers. To support this, we will be teaching the classes in pods of eight to twelve students (depending on class size and room size). The very nature of young children means that they will come into close contact and teachers will touch, and even hug, their Early Childhood students. However, we will be working to shape the classroom activities to reduce unnecessary contact between students. In addition, students will frequently wash their hands, especially before activities where they come into closer contact (such as free play). EC students aged three and over and in mixed-age kindergartens will be masked when in common areas, such as hallways.

Students in Grades 1 to 5 will be masked inside and expected to work at their physically-distanced desks. The curriculum will be adjusted to avoid unnecessary physical contact between students, however, within the small pod of eight to ten students they will be allowed to play together, especially outside. During outside play there are times when they will need to wear masks, see the [Curriculum Plan](#) below for full details

Students in Grades 6 to 12 will always be wearing masks and in pods of eight to ten students. The pods will be brought together (with masking and physical distancing) for Main Lesson daily. They will be moving through the hallways (to and from the restrooms, and as they move in and out of the building) and will be expected to physically distance at those times. They will be expected to work at their physically-distanced desks, and the curriculum will be adjusted to avoid unnecessary physical contact between students, however, within the small pod they will be allowed to socialize together, while masked, and especially outdoors.

In the Lower School, pods will generally be assigned to individual and separate bathrooms (primarily in the classroom that the pod is using). In the High School, multiple pods will use the same bathrooms, but

we will be staggering breaks, and using the locker room bathrooms to reduce overcrowding, as well as cleaning much more frequently.

Low-Density Instruction Safety and Health Protocols: Access to the Buildings

Access to the school buildings in low-density instruction will be limited to students and necessary faculty and staff. Parents, other family members, faculty from the other campus, and delivery people will not be allowed in the building while school is in session. At the teacher's discretion, parents and individual teachers will be able to meet (masked and physically distanced, or outside) after school and in the evening when needed. This does mean that parents can meet with a teacher or support a classroom activity with set up or materials once school has closed for the day. There should be no more than six parents on campus at any one time to avoid breaking physical distancing guidelines. This should be used to facilitate needed teacher support, one-on-one meetings, and campus work, not meetings of parents or gatherings.

Low-Density Instruction Safety and Health Protocols: Screening of Students and Staff

We are using the ParentSquare app to screen all faculty, staff, and students for symptoms of COVID-19 daily. This means:

- **Faculty and Staff:** All faculty and staff are asked to complete a daily symptom check through a ParentSquare feature that will check on symptoms. EC Faculty and Staff are asked to check their temperature at school each morning, Grade 1 – 12 faculty and staff may check their temperature at home each morning and complete the app before coming to campus.
- **Early Childhood Students:** All EC students will have their temperatures measured when they arrive at school by EC staff. Parents will complete the ParentSquare form daily.
- **Students in Grades 1 to 12:** Families will be asked to monitor their children's daily symptoms and temperature and to keep children home whenever they exhibit symptoms of COVID-19 or have a temperature over 100.4 degrees. Parents and high school students will be asked to complete the ParentSquare form daily to meet this Department of Health requirement.

See [Appendix 1](#) for full details of symptom checking and responses that should be taken to any symptoms.

Low-Density Instruction Safety and Health Protocols: Protocols for COVID-19 Cases

Illness at school: Teachers will monitor students for symptoms of COVID-19 throughout the day. If a student displays COVID-19 symptoms the teacher will call the Front Office and the parents will be called to pick up the student. A designated Covid-19 Monitor will come to the classroom and escort the student to a comfortable but isolated place where he or she will be cared for by the monitor while they wait for a parent to pick them up.

Staying home whenever ill: Parents will be asked to keep children home for any two COVID-19 symptoms or a fever of 100.4 and above and to consider seeking COVID-19 testing if symptoms continue. Faculty and staff are also being asked to stay home when they have any symptoms or a fever. We realize that this will lead to higher-than-normal levels of absence in both students and employees. To support employees, we have expanded our paid sick time for the 2020-21 school year to avoid people reporting to work when they are potentially ill. Teachers will be ready to support students who

are home with make-up work and flexibility. For full guidance on the handling of symptoms please see [Appendix 1](#).

Response to any positive tests in the community: We are working with the Washtenaw Health Department and following their directions for handling any positively-confirmed COVID-19 cases in our school community. This means the following:

- In the case of a positive COVID-19 case on either campus we will have a one day break from school on that campus to allow for the implementation of the following steps, and deep cleaning of the campus. Full details on this policy are in [Appendix 2](#).
- Employees and parents are asked to inform both their level coordinator and the Washtenaw Health Department of any positive COVID-19 test or confirmed exposure to COVID-19. The Washtenaw Health Department and individual physicians will manage whether someone is asked to isolate for 14 days or not.
- Once we have confirmed a positive test in our school community with the Washtenaw Health Department, we will then participate in their COVID-19 track and trace process by providing contact information to the Washtenaw Health Department for anyone who has had close proximity to a person with a positive COVID-19 test – for instance the other students in a small pod. We anticipate that the Health Department will then ask those individuals to quarantine for 14 days. If a specific pod of students is quarantined, we will provide remote instruction to the pod during that time. If an individual child is quarantined, we will provide support and curriculum for that time individually depending on the child's age and grade.
- We will inform the school community of any positive cases in students or employees and of anybody quarantining because of an out-of-school exposure in a general way as we currently do for other infectious diseases. The community will be informed that a student in a particular grade, or a faculty member who has had contact with specific grades, has had a positive COVID-19 test. We will not be identifying individuals by name as we wish to provide some personal privacy.

Website Tracking of School COVID-19 Data: We also keep full information about levels of quarantine students and employees, positive COVID-19 cases, and probable COVID-19 cases on our website at <https://www.steinerschool.org/apps/pages/COVID-19>. The table lists the following:

- Data by campus (LS and HS) and by student and faculty.
- Numbers of students/employees who are quarantined in any particular week.
- Numbers of students/employees who have a positive COVID-19 test in any particular week.
- Numbers of students/employees who have a probable COVID-19 case in any particular week – “probable” is a health-department-defined term meaning that the person is waiting on a test but the doctor working with them is expecting a positive result.
- We update it daily, so it is completely current.
- Note that a single quarantined person appears in two weeks of data as the quarantine period is 14 days.

- Note that the probable cases will either resolve into Positive cases or disappear from the chart (when the result is negative).

The table looks like:

Students				
Week Of	Campus	Quarantined*	Probable Cases	Positive C-19 Test
10/26/2020	LS	0	0	0
	HS	1	0	0
10/19/2020	LS	0	0	0
	HS	1	0	0
10/12/2020	LS	0	0	0
	HS	0	0	0
10/5/2020	LS	0	0	0
	HS	0	0	0
9/28/2020	LS	0	0	0
	HS	0	0	0
9/21/2020	LS	0	0	0
	HS	0	0	0
9/14/2020	LS	0	0	0
	HS	3	0	0
9/7/2020	LS	0	0	0
	HS	3	0	0
8/31/2020	LS	0	0	0
	HS	0	0	0
Total **		4	0	0

Low-Density Instruction Safety and Health Protocols: Medically Vulnerable

We are committed to working with medically vulnerable faculty, staff, and students. For faculty and staff, we will work to develop ways that individuals can continue to achieve their daily work while not being exposed to others unnecessarily. Students who cannot be on campus can continue to participate in school through our Flexible Classroom Link Program, please see [Section E](#).

Low-Density Instruction Curriculum and Instruction Plans – On Campus

Low-Density Instruction Curriculum and Instruction Plans: EC Program

As we prepared for the 2020-21 school year, we followed the State of Michigan Licensing and Regulatory Affairs (LARA) Guidelines for Safe Child Care Operations During COVID-19. We already work closely with LARA to meet all the state licensing regulations and are confident that we will have the support and guidance we need. Our low-density plan includes the following:

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Class Structure and Placement

Classes have a maximum of 12 students in a room together, referred to as a nest. In some classes (Chickadees and Redbirds) this allows the entire class to be together. In Bluebirds and Robins, the class is split into two nests. These numbers allow for the nests to combine during non-low-density periods and still maintain licensing ratios of teachers to children.

When a class is split into two nests, the Lead Teacher of each classroom floats between each nest and the schedule allows the Lead Teacher to lead classroom activities for each group. These classroom activities include circle, crafts, snack, story, and free play time.

Each nest also has a Collaborative Teaching Assistant who leads the class when the Lead Teacher is with the opposite nest. The Collaborative Teaching Assistant stays with a single nest. There is also a third assistant who moves back and forth between the two nests in one class to support the faculty and students.

Nests will not mix or play with other nests or grade pods to decrease the exposure to other children and adults and thus lessen the chances of spreading COVID-19.

Physical Space

Teachers have removed toys and objects which cannot be easily cleaned and sanitized between use. We have eliminated the use of common spaces that classes share with one another and created an area within each classroom where each child can store their gear, extra clothing, lunch, and water bottle.

We will be cleaning and sanitizing frequently-touched surfaces at least two times each day. We will clean and sanitize toys daily. Dishes are cleaned and sanitized in a dishwasher daily. Nap-mats are stored in such a way as to not mix with children from other groups.

We have ensured that each classroom is well ventilated and has safe water systems.

We are outdoors even more than we usually are to take advantage of the fresh air and our beautiful grounds. We are enriching our nature and seasonal curriculum and will work together with the children to create beautiful and active outdoor play areas on our school grounds.

Golden Eagle Program

We are committed to offering a full and engaging Golden Eagle Program (for our rising first graders) during the 2020-21 School Year but it will need to look very different as it is very likely that groups of students will not be able to come together for significant parts of the school year. Our Golden Eagles program offers a rich Waldorf curriculum for those children who are age eligible to enter Grade One the following school year. Golden Eagles students will be a part of their home classroom (Robin, Redbird, Bluebird) and will work with their Lead Teacher in special activities to build skills, strength and will. Our Language Arts circles include fine and gross motor skills, song, dance, and fun. Seasonal crafts engage the children in fine motor skills such as sewing and weaving. Lead Teachers also work with the Golden Eagles in finger weaving, stories, and puppet plays. If conditions allow, the Golden Eagles will gather as a

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group following rest time in the student's home classroom for jump roping, string games, stories, skipping and more. If conditions do not allow, they will participate in these activities in their nests. As the year goes on, the children are given more challenging tasks which they are excited to participate in. These include more complex movement journeys in which the children enter a world of imagination led by their teacher and a lively story. Movement journeys help the children develop core strength, build stamina and balance, practice gross motor skills and integrate the senses which will be beneficial in Grade 1 when they will be learning the basics of writing and math and can anticipate sitting at desks. The Golden Eagles also jump rope outdoors with their teacher and classmates. The Golden Eagles end the year with a special age appropriate craft woodworking project.

Drop-off and Pick-Up of EC Children

Early Childhood students can be dropped off for school between 8:30 and 8:45 am. Details of the process and location for drop-off are in [Appendix 5](#). Pick up is at 12:15 or 12:30 pm for half day students, and 2:50 – 3:00 pm for full day students. Full details about pick-up are in [Appendix 6](#).

Festivals and Celebrations

In low-density instruction, we cannot come together to celebrate festivals or welcome parents onto campus to celebrate together. These events are important for our children however, and we want very much to support families in celebrating with their children at home. Therefore, we will be preparing some "Festival at Home" kits and sending them out to all EC families. These kits will include some needed materials (like lanterns for the lantern walk), a suitable story, some background on the festival and its role in the classroom, and some suggestions for how to work with the festival at home.

Low-Density Instruction Curriculum and Instruction Plans: Grades One to Eight

Class Structure and Placement for Low Density

Each grade is split into two separate groups of 10 or less and have their own classroom. Each pod (A and B) has their Class Teacher and several additional faculty assigned to their cohort.

To manage this in the Lower School, Grade 7 and 8 have moved to the High School. They are self-contained at the High School, in individual rooms. Details on the location of the Grade 7 and 8 classrooms are included in the High School section below.

In Grades 1 to 5, the Class Teacher will deliver a Main Lesson each day to each pod. Other faculty will teach skills classes to Group B while Group A has Main Lesson and then switch. In Grades 6, 7 and 8, the students will be brought into one large space (to facilitate physical distancing) for Main Lesson, allowing the full class to experience the same Main Lesson. A Special Subject Teacher assigned to a pod will teach their expertise but will also be asked to teach skills like reading or math.

Each grade will have support from faculty and administration for recess, lunch, and rest and reading. The Special Subject Teacher will stay with the grade for three weeks before rotating to another class. In Grades 1, 2 and 5 an Afternoon Support Teacher will stay constant for the year. In Grades 3, 4 and 6 an Afternoon Support Teacher will rotate every six weeks.

Pods A and B will not mix or play with each other, or other classes, to decrease the exposure to other children and adults and thus lessen the chances of spreading COVID-19. Recess will be in designated areas of the playground and Pod A and B will have their own area. Recess will be scheduled /staggered

to allow optimum use of the playgrounds. Healthy movement will begin and continue throughout the day to ensure that all students are well supported. We have created a variety of additional outdoor classroom and activity spaces and purchased additional outdoor seating to facilitate the use of our grounds for classes and curriculum activities.

Grade 1-5 Weekly pod Schedule 2020-2021

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 10:00	Main Lesson A Special Subjects B				
10:00-11:00	Snack and Recess				
11:00-12:30	Main Lesson B Special Subjects A				
12:30-1:40	Lunch and Recess				
1:40-2:25	Skills A	Skills A	Skills A	Skills A	Skills A
1:40-2:25	Skills B	Skills B	Skills B	Skills B	Skills B
2:25-3:05	Skills B	Skills B	Skills B	Skills B	Skills B
2:25-3:05	Skills A	Skills A	Skills A	Skills A	Skills A
3:05-3:10	Close				

Grade Six Weekly Pod Schedule 2020-2021

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-10:00	Main Lesson				
10:00-11:00	Snack and Recess				
11:00-11:40	Special Subjects A	Special Subjects A	Special Subjects A	Special Subjects A	Special Subjects A
11:00-11:40	Special Subjects B	Special Subjects B	Special Subjects B	Special Subjects B	Special Subjects B
11:45-12:25	Special Subjects B	Special Subjects B	Special Subjects B	Special Subjects B	Special Subjects B
11:45-12:25	Special Subjects A	Special Subjects A	Special Subjects A	Special Subjects A	Special Subjects A
12:30-1:25	Lunch and Recess				
1:25-2:15	Skills A	Skills A	Skills A	Skills A	Skills A
1:25-2:15	Skills B	Skills B	Skills B	Skills B	Skills B
2:20-3:10	Skills B	Skills B	Skills B	Skills B	Skills B
2:20-3:10	Skills A	Skills A	Skills A	Skills A	Skills A
3:10-3:15	Close				

Grade School Pod Classroom Assignments

Grade 1

- Pod A – Grade 1 Classroom
- Pod B – Grade 2 Classroom

Grade 2

- Pod A – Grade 3 Classroom
- Pod B – Grade 4 Classroom

Grade 3

- Pod A – Grade 5 Classroom
- Pod B – Handwork Room

Grade 4

- Pod A – Art Room
- Pod B – Multi-Purpose Room

Grade 5

- Pod A – Grade 7 Classroom
- Pod B – Grade 8 Classroom

Grade 6

- Pod A – Middle School Commons
- Pod B – Grade 6 Classroom

Morning Drop Off

8:00 am Grades 4, 5, 6

8:15 am Grades 1, 2, 3

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Pods will be assigned specific drop off spots along the driveway where cars will pull up to staff members, complete the symptom check questions and students will exit the car and follow the designated route to their pod classroom door. Students will be supervised and supported between drop off and the start of class. Full details are in [Appendix 7](#).

Afternoon Pick Up

3:10 pm Grades 1, 2, 3

3:20 pm Grades 4, 5, 6

Pods will have assigned pickup spots along the driveway. A teacher and the pod will be at the designated spot where cars will drive up and students will get in their car. If there are siblings, the parent will pick up each student at the student's designated pick-up spot. Teachers will wait with any siblings for pickup. This year it will be more important than ever for families to be very prompt and arrive on time for both drop off and pick up. Full details are in [Appendix 8](#).

Specific Lower School Curriculum Considerations

Singing: We started the year without singing in Grade 1 – 6. As we move forward, we are allowing the following:

- Classes can sing outside with masks on and physically distanced – the teacher will be careful to not stand directly in front of them.
- Teacher can sing softly, while masked, inside for transitions or class examples.
- Students can hum, but not sing, inside.

Outdoor Play: We will be allowing students in the same pod to play with a ball or to play closely together when they are masked and have washed their hands before and after play. This will allow some basketball and other ball play, including the gaga pit, that has not previously been allowed. Students will also be masked while using play equipment like the tire swing, as this brings them into very close contact, and this is a place of possible transmission even outside. We do feel that it is very important that students have a good mask break when outside and students will be given plenty of time to play in less intensive ways that will allow them to have their masks off.

Card Games and Shared Activities: There is a lot of interest, especially as it gets wetter and colder, from students who wish to play cards, chess, and other games. We are placing the following expectations around it:

- The teacher must be comfortable with it happening in the pod room.
- The parents of the children playing must have given written permission – a single email will accomplish that.
- The physical arrangements they play in must not place them directly opposite each other.
- They will wash hands before and after.
- We will handle the cards, tokens, etc. like other classroom, shared supplies and they will be cleaned in one of the ways outlined above in the [Health and Safety section](#).

Low-Density Instruction Curriculum and Instruction Plans: High School

Class Structure and Placement – Low Density

Each class, 9-12, will be split into two or three separate groups of 8 – 10 students – we are calling these

groups “pods”. Classes will only be split into these pods when low-density instruction is required during low-density instruction.

When in low-density periods, the regular use of classrooms will be suspended and the classes will be split and assigned in something like the following way (as we finalize, room assignments might change, and with enrollment changes, size might change requiring more or fewer pods – however, this will give you a clear understanding of our approach):

Grade 9:	Pod A: Assembly Hall (large space) and Multipurpose Room (up to 10 students) Pod B: Assembly Hall (large space) and Green Room (up to 8 students)
Grade 10	Pod A: Computer lab (up to 8 students assigned) Commons (large space) Pod B: Commons outside the Assembly Hall (up to 10 students assigned)
Grade 11	Pod A: Angle Room (up to 8 students assigned) Pod B: Life Science Classroom (up to 8 students assigned) Pod C: East side of Gym (up to 10 students assigned) and Main Art Room for first and second period
Grade 12	Pod A: Eurythmy Room (up to 10 students assigned) Pod B: Commons outside the Gym (up to 10 students assigned)

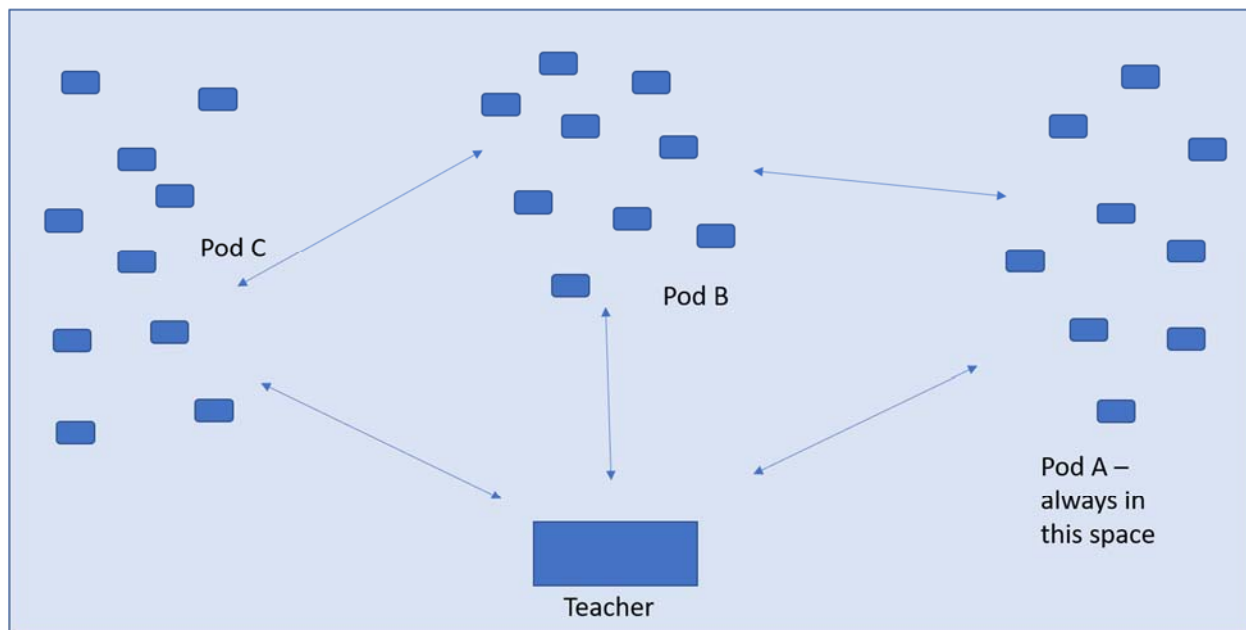
In a low-density instruction period, Grades 7 and 8 will be at the High School and they will have the following assignments:

Grade 7	Pod A: History Room – Second Room on right from main entrance Pod B: English Room – First Room on right from main entrance Grade Seven will use the Assembly Room for Main Lesson (when Grade 9 students are in Math and Language lessons)
Grade 8	Pod A: Science Room – Along north side of building – closest to gym Pod B: Math Room – Along north side of building – between A and C Pod C: New Art Room – Along north side of building – closest to drive Grade 8 will use the west side of the Gym for Main Lesson (when Grade 11 students are in Math and Language lessons)

Within each pod, students are expected to practice contagion reduction behaviors including mask wearing, staying apart when possible, sitting at physically-distanced desks, not sharing pencils and equipment, regularly washing hands, and not attending class if they have COVID-19 symptoms.

Daily Schedule – Low-Density:

One pod within each grade will meet regularly in one of our large spaces (assembly hall, commons, gym, athletic commons). During Main Lesson, these larger spaces will be utilized to include all pods within one grade with each pod appropriately distanced. Example:



80 feet by 50 feet approximately.
All arrows are a ten foot separation

In each Main Lesson the pods will be kept strictly separate and will not physically interact or share any equipment.

Daily Schedule:

- 8:00 – 8:50 am **Math or Language** in the pod classroom.
- 8:55 – 9:45 am **Math or Language** in the pod classroom.
- 9:45 – 10:15 am **Break** – Students must stay in the pod classroom or outside when appropriate, unless they are taking a bathroom break.
- 10:15 – 12:05 pm **Main Lesson** – In the larger spaces with physical distancing between pods.
- 12:05 – 1:45 pm **Lunch and Music lessons** – In the pod classroom and smaller spaces. During low-density instruction periods students will receive their music lessons in smaller groups than usual and each class will be held only once a week. These lessons might be individual or with small groups of students from their own pods – we will not be combining students from different pods. Students are expected to take two different Music classes but may take a third if their schedule allows.
- 1:45 – 2:25 pm **Skills Classes** – Including Art twice a week in the pod, Movement once a week in the pod, afternoon academic classes (in the Main Lesson physical format), and Health/College Counseling.
- 2:30 – 3:10 pm **Skills Classes** – Including Art twice a week in the pod, Movement once a week in the pod, afternoon academic classes (in the Main Lesson physical format), and Health/College Counseling.

In general, each student will see their Math teacher four days a week in their pod, although there are a few students who are streaming their Math class. As of October 23, we have changed the organization of our World Language classes, and each student will see their teacher two days a week in the pod. As RSSAA Continuing at School Plan 2020-21

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of October 23, the only teacher a student is working with is the teacher who is present in their pod twice a week. Students will need to use the LMS for their Language class for the days on which they do not see their teacher. See [Appendix 10](#) for full details.

Students who are not part of the after-school student support program (for students in grades 7 – 12 with identified individual support needs, and part of their accommodation plan) will need to leave the school building immediately after school in low-density instruction periods as we will not have the space to provide supervision for them. There will be no clubs or sports in a low-density instruction period. Pods will not mix or socialize inside with other groups to decrease the exposure to other students and adults and thus lessen the chances of spreading COVID-19.

This fall we have been allowing masked students from different pods to socialize outside during breaks and lunch. As the winter comes this will get more difficult and we are reorganizing the lunch period to include first eating in pods and then the opportunity for students to use the main lesson space for socializing. Everyone must have finished eating and students must stay in their assigned Main Lesson desk space (so that they stay in their pods), but they can share the space and talk across the pod barriers. During this time, they must be masked as they are all inside. This can also be done during a snack break but only if everyone in the pod in the larger room has finished eating and is masked. Note that this is a Grade 9 – 12 policy. Grade 7 and 8 will continue to go outside daily.

Physical Space – Low-Density:

Materials and books in all rooms has been reduced and stored, this includes outdoor sports equipment, library books and office supplies. We are not using lockers during low-density periods, instead students will keep their coats, backpacks, and materials in their pod classrooms at their desks during the full day. Each student has received a large plastic tote to use as a personal storage space. They are to have all their possessions in it at the end of the day and on the weekend, so that cleaning can take place.

We will be cleaning and sanitizing all spaces used by more than one student in a day (see [Safety and Health Protocols](#)). We will ensure that each classroom is well ventilated and that all our water systems are touchless or have handwashing equipment at hand.

Special High School Curriculum Considerations:

Instrumental and Vocal Music Curriculum: We have designed a high school instrumental and vocal music curriculum for Low-Density Instruction periods that is centered around student choice and individual progress. We are not offering a steel drum option during the 2020-21 school year as there is no way to safely run such a program in a low-density or limited-gathering context. Instead students were able to choose from our other classes with an expansion in our guitar program. During Low-Density Instruction periods we are offering individual and small group instrumental music lessons at least once a week to each student. It is also clear that in low-density and limited-gathering contexts we cannot run our normal vocal music program. Instead Cheryl VanDuzen is working with individuals and very small groups (physically distanced and outside in the fall and spring). The full music offerings are listed in Appendix 11.

Trips and Internships: The opportunity for students to move beyond the walls of the High School is an integral part of our program, and we can clearly see that it will be highly affected by the COVID-19 pandemic in the 2020-21 school year. We are currently working with the following:

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- **Internships – Grade 12:** The current Grade 12 was unable to do internships this past spring and we cannot see a way to integrate them into the school year with the current challenges accessing businesses and organizations. Any senior students who can arrange an internship (either in breaks, afterschool or on the weekend) will be well supported and the internship will be added to their transcript.
- **Internships – Grade 11:** We are currently planning on our current Grade 11 students completing their internships in the spring of 2021. We will evaluate whether this is possible or not as the time gets closer.
- **Trips – Grade 12:** The Grade 12 students were unable to attend the Maine Tidal Biology Trip this September, as it was not held. There are efforts being made to reschedule it for spring of 2021 and we would like to participate then if at all feasible. We have also announced that we will not be going to Italy in April of 2021. We will decide in January if a trip in July is possible for students who wish to participate then. If the Maine Tidal Biology Trip becomes possible in the spring, we will participate in that, if not we will plan a US trip for seniors, if possible, under the pandemic conditions at the time.
- **Trips – Grades 9, 10:** We are currently planning for the spring 2021 trips for ninth and tenth graders – these trips might be reorganized and changed to accommodate pod organization rather than full class.
- **Extracurricular Trips:** We are not planning any fall 2020 trips but are continuing to plan for spring 2021 trips.

Decisions about the spring trips will be made between January and March (depending on the amount of planning needed for each trip).

Lab Classes: The science curriculum at RSSAA is phenomenological, and hands-on lab experiences are a critical part of our program. In September and October, we conducted all lab experiences outside. However, this is not practical in the winter months. Students do need to be in pairs for Chemistry lab work, both for managing the activities and safety because they watch each other for mistakes. We will be using the Chemistry lab for science labs with the following safety precautions:

- Students will be in their pods only.
- Students will wash their hands before and after lab activities.
- Students will be fully masked for all lab activities.
- Students will be wearing face shields or goggles for all lab activities.
- Students will be wearing disposable gloves for all lab activities.
- Students will have individually assigned lab coats for each week of the Chemistry Blocks and they will be washed each weekend. Lab coats will be stored in the student's own lab area and not together.
- Students will be in pairs with an empty station between them and the next pair.
- Students will be encouraged to socially distance as much as possible, with an understanding that there will be moments when they will be closer than six feet to complete the lab.
- Each student pair will have their own equipment set for beakers, etc.
- All surfaces and taps, etc. will be sanitized between pods by school administration.
- All normal lab safety rules will also be followed.

Any parent or student who is not comfortable with participating in labs under these conditions will be allowed to opt-out of the lab. In the High School this will mean that they do not receive credit for the lab section of the course, and it will be removed entirely from a student's transcript, rather than marked as no-credit. We do encourage families to choose to participate in lab if possible, as the labs directly support the Main Lesson presentations and learning.

Extracurricular Clubs: During a low-density instruction period we cannot have students from different pods come together inside for extracurricular experiences. We will be holding the following groups in the following ways:

- Yearbook Club – online through Zoom.
- Gardening and Bee Club - allowed to meet only outside with masks, with an effort at maintaining 6-feet distancing, with a maximum of 6 students and a minimum of 2 adults per meeting. All other safety rules, as well as wearing masks, will be followed while handling bees.
- Hiking Club - allowed to do outdoor hikes with masks and 6-feet physical distancing while hiking and stopping with a maximum of 6 students per hike. Hikes will leave from school and will include at least 2 teachers and may take place during lunch or after school. When students from different pods are present, they will be kept at least six feet apart to support physical distancing.
- Model UN will not take place this year as there will not be a conference held in March.

Singing: We started the year with only outdoor singing in Music classes. As we move forward, we are using an outdoor tent to support this continuing as long into the fall as possible.

Outdoor Play: We will be allowing students in the same pod to play with a ball or to play closely together when they are masked and have washed their hands before and after the play. This will allow some basketball that has not previously been allowed. The essential way to continue to protect students and families here is hand washing/sanitizing. Before implementing this change, we will meet with all pods to review our expectations. A hand sanitizing station will be at each door they go out and come in through (it will soon be too cold to have one at the hoops). We will be continuing to include this area as one of our primary supervision areas outside and will be directly checking with students that they have done as we have asked.

Low-Density Instruction Mental and Social-Emotional Wellbeing

It is essential that during low-density instruction we continue to tend to the mental and socio-emotional wellbeing of all our students. When students are in the buildings the coordinators of all three levels will be working full time with a primary focus on supporting students, parents, and teachers in all ways, especially in meeting this difficult situation in the healthiest way possible. We are fully aware that there will be social and emotional challenges around the division of grades into two groups, and all the teachers are working to establish the healthiest groups possible.

Low-Density Instruction Mental and Social-Emotional Wellbeing: Early Childhood Support

We recognize that during the Stay-at-Home Order many children were not interacting with others physically and that children were likely not in a school or childcare environment for six months. This may cause an increase in children's difficulty with separating from caregivers and parents. We anticipate this

and are working on developing ways to help children connect with the school and integrate with other students.

These supports include:

- Photo books of the school classrooms and grounds for new students to receive. Returning EC families can begin to review the photo book their child received last year. If you have a child returning to the EC and did not ever receive a photo book, please let Abby Kurlfink know and she will order one for you.
- Picnics either held on Zoom or in person following appropriate social distancing guidelines.
- Phone calls and e-mails from your child's teacher.
- A handmade heavy chicken stuffed animal for each child that he or she can cuddle during story and nap time. This will be stored in your child's personal cubby area.
- A Book of Faces that will be provided for each family with pictures of the Early Childhood staff along with a short bio and their role in the program.
- Teachers and caregivers participating in professional development and refreshing their skills at working with children during times of emotional difficulty and transition.
- Teachers and staff are trained regularly in our Three Care Streams Approach to Social Inclusion and Student Support and work with staff and families to make sure that children feel safe and supported.

Faculty and Staff can support children to wear masks inside by:

- Wearing their own masks at all times
- Gently reminding them when they forget to keep it on completely (this can include non-verbal cues such as the teacher touching his or her own nose to remind a student to pull their mask up)
- Spending time outside to provide a break from wearing their mask.
- Taking classes outside as much as possible when the weather is good.
- Making mask wearing part of the daily routine, much like we put on and take off our outdoor gear.
- Sing songs and make poems for mask wearing to share with the children.
- Focusing on care for ourselves and others that we show by wearing masks.
- It is not RSSAA Early Childhood Program's intent to punish children who have difficulty wearing masks. We understand that it is a new task that needs to be learned. We will actively work with families to encourage and support mask wearing as required. If a student does not meet the mask expectations and is having difficulty wearing a mask, faculty will:
 - Encourage the child to wear a mask using supportive guidance listed above.
 - Communicate difficulty with parent or guardian outside of school.
 - Create a plan with the parent or guardian to help child wear the mask.

Low-Density Instruction Mental and Social-Emotional Wellbeing: Grade One to Eight Support

The student support faculty members who are assigned to the pods will bring a deep understanding of our Care Stream Approach and therapeutic movement, including bal-a-vix-x, brain gym, etc. During low-density instruction periods each student with individual needs will be supported through the collaboration of the Class Teacher with the specialists.

Low-Density Instruction Mental and Social-Emotional Wellbeing: High School Support

We are highly aware that although low-density instruction is preferable to remote learning, it is still not ideal for teenagers in so many ways and has an impact on social and mental health. Throughout low-density learning periods we are continuing to offer support for all students through Laura Shope, HS Student Support Coordinator, and Armaity Minwalla, HS Mental Health Counselor. We are also directly addressing these issues in regular work with students at the pod level. Our Health Classes, College Counseling and Extra Main Lessons all include support and attention to the students' emotional needs in addition to the academic needs being met through the curriculum.

For students with individual education needs, students on any form of support plan (504, accommodation plan, MAP, or IEP), we continue to work collaboratively to make sure that student needs are being met. Laura Shope coordinates this work and please reach out to her with any concerns or questions.

Low-Density Instruction Operations: On Campus

While in a low-density instruction period the operations of our two campuses will be challenging and everyone - staff, teachers, students and parents - will all be learning new ways of doing things very quickly. We anticipate that we will have to make a number of decisions quite quickly and are committed to communicating with everyone as clearly and directly as possible.

Low-Density Instruction Operations: Technology

During a low-density instruction period the computers normally in the High School computer lab are spread through the High School pods to allow students access to a variety of resources and to participate in their computer classes. Keyboards will be cleaned between all students. More information on HS Computer Policies is available in [Appendix 9](#).

Low-Density Instruction Operations: Communications and Learning Management System

There are three communication systems that we are using to ensure that everyone in the community is kept well informed. ParentSquare is the tool for the sending of posts to groups of families or the whole school. We also use ParentSquare for emergencies and notifications, such as snow days. The Learning Management System (LMS) is designed to support individual students in their classes and is currently being used across the High School. Although primarily a resource for the Flexible Classroom Link students, all students will find it useful, especially for World Language classes. The Family Portal is where parents can manage their contact information, see financial statements, and access the school directory. More information on all three systems can be found in [Appendix 4](#).

Low-Density Instruction Operations: Extended Day – Before and After Care Programs

We are not offering an extended care program in low-density instruction operations.

Low-Density Instruction Operations: Athletics

During low-density instruction periods we have decided that it would not be wise to participate in competitive athletics for any students in Grades 5 to 12. We will be working hard each day to keep the students in small pods, and it does not make sense to bring them together for physical training and competition at 3:30 pm. Therefore, we will only be offering athletic training in small groups based on the pods during low-density instruction. This pod-based training is currently taking place after school, outside at the High School. In this decision we are choosing to not follow the Michigan High School

Athletics Association, which is conducting school sports this fall. As we are not currently part of a league at the High School level this is easier to do. We have already decided not to offer fall or winter athletic activities and will finalize on a spring decision in March 2021.

Low-Density Instruction Operations: Food Service and Lunch

Although there are not concerns about COVID-19 being transmitted by food, or even on food containers, we do have concerns about the delivery of food to classrooms and students. Therefore, at the Lower School we will not be offering any food service to the grade's classrooms during low-density instruction. This means no pizza and no bagels. Students will be asked to bring their own food for snack and lunch.

In the Early Childhood we have returned to our normal food program, including the participation by the children in preparation of food that will be fully cooked before consumption. This includes mixing and kneading of bread and chopping vegetables for the soup. Students will work in groups of two or three, wash hands before and after food preparation (as they always have), wear a mask for all food preparation (as they will be inside) and all food will be cooked thoroughly before being served.

At the High School we will be offering our normal food service of delivered take-out food, except pizza. Individually packaged, delivered food will be placed on a counter in the kitchen or concessions area and students will be able to collect it as they take a bathroom break after Main Lesson. This is as close to no-contact delivery as we can achieve at the High School.

The additional challenge of lunch periods is that students need to be unmasked to eat. All students will be expected to physically distance during lunch and to eat in a timely manner, returning to wearing their mask as soon as they are finished eating. During the fall and spring eating outside will be encouraged, and windows opened in the classrooms.

In our regular school structure, there are a variety of times when families send food into school for distribution to classmates – such as birthdays and festivals. Reviewing all the resources we rely on for COVID-19 guidance it is clear that there is not a concern about the transmission of illness through food. Therefore, we are easing our rules about food from home to the following:

- a. The teacher responsible for the class must be aware that food is being sent to school at least a day ahead of the food's arrival – this is to avoid surprises that are harder to handle in this complicated time.
- b. Food should be commercially prepared or, if made at home, fully cooked (no raw food like veggies).
- c. Food should be sent in a sealed container and given to the teacher.
- d. The teacher will open and distribute the food to students after washing his/her hands, wearing gloves and a mask.
- e. All food will be eaten at student desks with physical distancing.

Low-Density Instruction Operations: Events

During low-density instruction we will handle events in the following way:

Class Parent Meetings	Zoom
HS College Nights	Zoom
Golden Eagle Meetings	Zoom

EC and Lower Grades Lantern Walk	Cancelled
Field Trips	Cancelled
Plays and Performances	In the pod and possibly streamed for parents
Parent Teacher Conferences	Zoom
Winter Festival	Changed to a remote program
Spiral of Light	Currently under discussion
MLK Festival	Celebrated in the child's classroom pod during the school day
Activities after March 1, 2021	We will make decisions as we get closer to the time – it is simply too far away to know yet. We are planning for the spring break hiking club trip, Grade 9 and 10 spring trips, Grade 11 internships, Spring Rose Ceremony and Graduation.

E. Plans for Low-Density Instruction – Flexible Classroom Link Programs

RSSAA is committed to ensuring that students and families can stay securely part of our community even if they are unable to return fully to campus during low-density instruction – either because of the family comfort level with in-person instruction or because of health vulnerabilities.

It is essential that these programs offer enough flexibility to meet the needs of families but that they are also sustainable for the school and the individual teachers. It is not possible for all teachers, especially those with the youngest children, to run both on-campus and remote classrooms simultaneously. The options offered at each level of the school are designed to meet both needs.

Kriste Brown is serving as our Flexible Classroom Link Program Coordinator for the 2020-21 school year and is working with the families of students from Grade 1 to 12 to support students' engagement and success. She will be the first "go-to" person for support and assistance once a family is fully enrolled in the program, however, all families and students are also working with the appropriate Class Teacher (EC – Grade 8), Subject Teachers and Main Lesson teachers at the High School. Angela Gladstone will fill this role for our Early Childhood Families.

The amount of tuition charged for each of these programs varies with the level of school involvement and whether a classroom space is being held for the student to enter in-person instruction during the school year. Full details on final tuition amounts will be worked out as the individual plan for each family is put in place.

Early Childhood –Flexible Classroom Link Programs

At the Early Childhood level there are three options for families who do not wish to return to campus in low-density instruction periods:

Option One: A year without RSSAA enrollment or significant support:

This option is essentially a "Gap Year" from our Early Childhood program. A family would choose not to enroll for the year and would support their child independently for the 2020-21 School Year. Families who choose this option will be offered an opportunity to enroll for the 2021-22 School Year (either in our Early Childhood or Grade One) before enrollment is opened for families new to the school.

Option Two: A full year of remote education (home schooling) with support from Little Acorn Learning and RSSAA

This option is a supported year of Waldorf Home Schooling for families. The Early Childhood faculty have researched the available Waldorf home school curriculums and are comfortable recommending Little Acorn Learning to families. This program will entail the following:

- Weekly parent meetings on Thursday afternoons at 1 pm. These parent meetings will include book studies and topics such as festivals, home rhythm and other topics that parents feel are pertinent.
- Connection time with Ms. Angela by appointment. This is a time when you can schedule to talk with Ms. Angela about any questions that you might have regarding the curriculum or your homeschool experience.

- Seasonal craft packets. We will provide seasonal craft packets available for pick up throughout the year along with instructions and guidance from Ms. Angela.
- Videos and supplemental materials. We will send occasional videos of puppet plays and/or stories taking place in our classrooms to share with you at home.
- Connection with other parents. We will create a space for parents to connect with one another during this time through both parent meetings and sharing contact information for those who feel comfortable to reach out outside of this time.
- Participation in school festivals and events. You will be welcomed at any school festival throughout the year.

During remote-learning periods, all families enrolled in this program will also have full access to the remote-learning program offered by the Early Childhood Program. RSSAA will be charging \$300 for this program for the full 2020-21 school year in addition to the cost of purchasing the Little Acorn Curriculum. Students enrolled in this program will not have a classroom space for the 2020-21 school year reserved for them, although they are welcome to apply for any spaces that become available. As with families choosing Option One above, all families who make this choice will be offered an opportunity to enroll for the 2021-22 School Year (either in our Early Childhood or Grade One) before enrollment is opened for families new to the school.

Note that we have chosen to go with the Little Acorn curriculum to provide a cost-efficient and complete home-schooling curriculum for families, while sustaining a connection to the school and offering support. However, families that choose not to engage with the Little Acorn curriculum, or who choose to use a different home-schooling curriculum are still welcome in our EC Support Program and in our weekly activities with Angela.

Option Three: A reserved classroom space with remote education (home schooling) with support for Little Acorn and RSSAA

This option is the same as Option Two but with the addition of a reserved classroom space (in a pod) for the Early Childhood student. The cost of this program is the full cost of enrollment in the school (with any Tuition Assistance that a family qualifies for applied). This will allow the family to move back and forth between the classroom and home throughout the year as they feel conditions warrant. It is necessary for us to charge full tuition for this program as a space will be held open and empty in one of our classrooms for the child to take up at any time.

We encourage all Early Childhood families considering enrolling in our Flexible Classroom Link Program to reach out to Abby Kurlfink and discuss the best arrangement for them. To allow enough time to make arrangements we need to start these conversations a week in advance of the students' start date. Abby can be most easily reached at akurlfink@steinerschool.org

Grades One to Eight – Flexible Classroom Link Program

For students in Grades 1 to 5 our Flexible Classroom Link Program is centered around the creation of an individual plan that meets the needs of the student, the family, and the Class Teacher. Students of this age are highly individual and varied in their ability to learn remotely, and the program developed will be designed around each individual student's needs. The individual plan will be organized through one of the following options:

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Option One: A year without RSSAA Enrollment

This option is for a family to take a year without enrollment at RSSAA. The school would provide support through the Class Teacher and the Flexible Classroom Link Coordinator with quarterly check ins, some curriculum planning, and ideas for parents. There would be no charge for this program, and families will be offered enrollment for the 2021-22 school year when re-enrollment takes place, before families new to the school are offered spaces.

Option Two: Classroom Connection

This option has an emphasis on Main Lesson and preserving a social connection to the classroom. Parents should be working with a home school curriculum of their choice. This option is a plan for support by the Flexible Classroom Link Program Coordinator and the Class Teacher through the school year – with curriculum support for the home schooling of Main Lesson. Special Subject classes are offered for an additional fee. Parents will have regular meetings with the Class Teacher and the school will support parents with planning for additional support in Special Subjects, with a goal of supporting the child in returning easily to the classroom in 12 months. The tuition for this program will be individually worked out depending on the level of support being provided by the school. Students would have access to remote-learning period resources (classes and Zoom-based teaching) as worked out individually with the Class Teacher.

Option Three: Remote Classroom

This option is only available for Grades 6-8. Remote Main Lesson, skills classes, subject classes, and a reserved space in the classroom through the year. This option is an expanded version of Option Two with more class support, and a space reserved in the classroom throughout the year for the student to move in and out of as the conditions in the state warrant. The student will be supported in remote learning in all areas including languages and skills, with strong parent support for implementation. Main Lesson will be live streamed through Zoom. Special Subjects will be conducted in small group Zoom check-in meetings. Full tuition (with appropriate tuition assistance applied) will be charged for this option. Students will have full access to all classes and resources during any remote-learning periods.

We encourage all Grades 1 - 8 families considering enrolling in our Flexible Classroom Link Program to reach out to Peggy Wilson and discuss the best arrangement for them. To allow enough time to make arrangements we need to start these conversations a week in advance of the students' start date.

Peggy can be most easily reached at pwilson@steinerschool.org

High School – Flexible Classroom Link Program

In the High School there are three options – all of which require remote learning and charge full tuition. Students in all three options will be expected to join the full High School program offered remotely if the state enters remote learning and the school goes to remote-learning modes.

Option One: Partial Day:

This is an option for High School students who are not comfortable returning to a full day of school but would like to participate in their morning Language, Math, and Main Lesson classes on campus. Afternoon classes will be completed remotely. Afternoon subject classes would be streamed from campus. Movement, Music, and Art classes will be individually arranged and managed, with a mix of independent and small-group remote classes. Students may also choose this option if they anticipate choosing to reduce classroom presence at times in the year.

Option Two: Fully Remote - with option to come and go as needed in the school year:

This option provides a full-day remote program for the High School students who, at some points in the year, think they would like to return to either half-day or full-day classes on campus. A space in a pod will be reserved for them throughout the school year. Students will take their mathematics and world Language classes independently throughout the school year. Main Lesson will be fully streamed from the classroom. Afternoon subject classes will also be streamed. Movement, Music, and Art classes will be individually arranged and managed, with a mix of independent and small-group remote classes.

Option Three: Fully remote - without option to return in the school year:

This option provides a full day remote program for the High School students who do not expect to return to the classroom in the 2020-21 school year. Mathematics and World Languages will be taken as online courses through Brigham Young University. Main Lesson will be fully streamed from the classroom. Afternoon subject classes will also be streamed. Movement, Music, and Art classes will be individually arranged and managed, with a mix of independent and small-group remote classes. A student in this program who does wish to return to the classroom during the year will be able to if space is available in a pod. However, a space will not be reserved, so it may not be possible.

We encourage all High School families considering enrolling in our Flexible Classroom Link Program to reach out to Laura Shope and discuss the best arrangement for them. To allow enough time to make arrangements we need to start these conversations a week in advance of the student's start date. Laura Shope can be reached at lshope@steinerschool.org.

Overview of the Flexible Classroom Link Program

	Packet Based Classes	Remote Classes	Parent Support	Reserved Classroom Space	Tuition	Enrollment for 2020-21
Early Childhood Option One	None	None	Conversations with teachers or with the coordinator throughout the year as requested	None	None	Offered during re-enrollment period (before general enrollment)
Early Childhood Option Two	Curriculum though Little Acorn	Full access to all programs offered to EC families in	Weekly parent support meetings and individual	None	\$300 to RSSAA Approximately \$300 to Little Acorn	Offered during re-enrollment period (before

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		remote learning	conversations as requested			general enrollment)
Early Childhood Option Three	Curriculum through Little Acorn	Full access to all programs offered to EC families in remote learning	Weekly parent support meetings and individual conversations as requested	Place reserved in a pod and/or classroom throughout the year – the student may enter (and leave) as family needs	Full tuition for 2020-21 school year, with any tuition assistance credited as normal	Normal re-enrollment
Grades 1-8 Option One	None	None	Quarterly meetings with Class Teacher	None	None	Offered during re-enrollment period (before general enrollment)
Grades 1-8 Option Two	Curriculum through Home School Company	Curriculum through Home School Company	Regular and ongoing support from Class Teacher and Subject Teachers	None	Individually worked out based on level of instruction and support	Normal re-enrollment
Grades 1-8 Option Three	Classes as arranged	Classes as arranged with full access to all offerings during Remote learning	Regular and ongoing support from Class Teacher and Subject Teachers	Place reserved in a pod and/or classroom throughout the year – the student may enter (and leave)	Full tuition for 2020-21 school year, with any tuition assistance credited as normal	Normal re-enrollment
High School Option One	Potential on-line courses	Remote and in-person attendance	Normal relationship to the High School	Yes	Full tuition for 2020-21 school year, with any tuition assistance credited as normal	Normal re-enrollment
High School Option Two	Potential online courses	Remote streamed classes	Normal relationship to the High School	Yes	Full tuition for 2020-21 school year, with any tuition assistance credited as normal	Normal re-enrollment

High School Option Three	Online courses	Remote streamed courses	Normal relationship to the High School	No – but able to come and go if a space exists	Full tuition for 2020-21 school year, with any tuition assistance credited as normal	Normal re-enrollment
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Moving to Short or Intermediate-Term Remote

Moving to Short or Intermediate Term Remote - Early Childhood

When short-term quarantine is needed contact Abby Kurlfink at akurlfink@steinerschool.org. The Class teacher and Angela Gladstone will be contacted, and a plan put in place.

Moving to Short or Intermediate Term Remote - Grades 1-5

When short-term quarantine is needed contact Peggy Wilson at pwilson@steinerschool.org. The Class teacher and the Flexible Learning Program Link Coordinator will be contacted, and a plan put in place.

Moving to Short or Intermediate Term Remote - Grades 6-8

When short-term quarantine is needed contact Peggy Wilson at pwilson@steinerschool.org. The Class teacher and the Flexible Learning Program Link Coordinator will be contacted, and a plan put in place. Main Lesson will be streamed, and Math will be streamed if it already is in a class. If not, the Math teacher and the student will work out a plan to keep up to date. Special Subjects will not be taught for Short or Intermediate Remote.

Moving to Short or Intermediate Term Remote Grades 9-12

When short-term quarantine is needed contact the Laura Shope at ls Shope@steinerschool.org. The student's teachers and the Flexible Learning Program Link Coordinator will be contacted, and a plan put in place. Main Lesson and Special Subjects will be live streamed through Zoom. Math and Language will be conducted through the LMS unless the Math class is already being streamed.

Moving to Long Term Remote

Moving to Long-Term Remote – Early Childhood

When long-term transition to remote learning is needed contact Abby Kurlfink at akurlfink@steinerschool.org. The Class teacher and Angela Gladstone will be contacted, and a plan put in place.

Moving to Long-Term Remote – Grades 1-5

When long-term transition to remote learning is needed contact Peggy Wilson at pwilson@steinerschool.org. The Class teacher and the Flexible Learning Program Link Coordinator will be contacted, and a plan will be put in place.

Moving to Long-Term Remote – Grades 6-8

When long-term transition to remote learning is needed contact Peggy Wilson at pwilson@steinerschool.org. The Class Teacher and the Flexible Learning Program Link Coordinator will be contacted, and a plan put in place. Main Lesson will be live streamed on Zoom and Special Subjects and Math will be taught in small group Zoom glasses. All materials needed will be available for pick up in the Front Office.

Moving to Long-Term Remote – Grades 9-12

When a long-term transition to remote learning is needed contact Laura Shope at lshope@steinerschool.org. The student's teacher and the Flexible Learning Program Link Coordinator will be contacted, and a plan put in place. Once your student's status has been moved to remote, they will then have access to the ParentSquare posts and the LMS classes for the remote-learning program. Main Lesson, Math and Special Subjects will be live streamed on Zoom. Music, Movement and Languages will be arranged on small group Zoom classes. All materials needed will be available for pick up in the Front Office.

Returning to In-Person Learning – All Grades

Contact the appropriate coordinator for your child's grade. The coordinator will let the appropriate teachers and the Flexible Learning Program Link Coordinator know. Arrangements will be made to set up the student's pod for their return. A minimum lead time of one week will be required and we recommend returning at the beginning of a new block.

F. Plans for Transition to More Normal School

As we move through this school year it has become clear that we are some distance away from being able to move to a reduced level of COVID-19 concern on campus. Our experience of this pandemic is that understanding of what is best for personal safety has changed and we are reluctant to be specific about what we will do months before it becomes relevant. Therefore, this section has been simplified with a deep commitment to RSSAA community members that, as the pandemic approaches an end, we will publish a full plan for a transition from low-density instruction to normal classroom procedures, emphasizing community member safety. We are currently referring to this mode of operation (less restrictive than we are this fall, but not fully back to normal operations) as Limited Gatherings mode.

Limited Gatherings Safety and Health Protocols

We anticipate that in this mode we would be able to bring classes back together, instead of our current pod and nest configuration.

Limited Gatherings Safety and Health Protocols:

As we transition from low-density instruction to limited gatherings there will come a time when masks, physical distancing and pods are no longer needed for daily classroom operation. At this time, we will decide at the College and Board level on the way the transition will unfold. Please know that we are eager to return to normal school operations, but highly aware of the health challenges and will work hard to not rush or delay this phase. There will be opportunities for RSSAA community input in this process. A full plan covering masks, physical distancing, pods, cleaning and all other health and safety areas will be developed as we approach this stage in the pandemic.

Limited Gatherings Safety and Health Protocols: COVID-19 cases

There will be no difference in this area from low-density instruction.

Limited Gatherings Safety and Health Protocols: Medically Vulnerable Faculty, Staff and Students

We are committed to working with medically vulnerable faculty, staff, and students. For faculty and staff, we will work to develop ways that individuals can continue to achieve their daily work while not being exposed to others unnecessarily. Please see the Flexible Classroom Link Program in [Section E](#). This program will be offered for the entire school year.

Limited Gatherings Curriculum and Instruction Plans

Limited Gatherings Curriculum and Instruction Plans: Early Childhood Program

We will use the following general intentions to guide the development of our transition plan from low-density instruction to normal school. We may adjust these general guidelines depending on the scientific consensus around the best way to manage this transition.

In a limited-gatherings period of instruction that occurs after a low-density period we will keep the children in their pods for some time to ensure that the limited gatherings ruling is reliable and will stay in place for some time to come. This is to avoid bouncing the youngest children back and forth from pods to full classes too many times over the year.

If we enter a limited-gatherings period of instruction from a period of normally delivered school, we will ensure that the classes are kept separate throughout the day – with play and activities being held just within the class group. This will include scheduling the outdoor play to avoid classes mixing.

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Once we are confident that limited gatherings will be ongoing, we will likely bring the pods created for low-density instruction together into single classrooms. School for the Early Childhood students will be relatively normal in limited gatherings, with the largest difference being that classes will not be mixed at recess, for performances such as puppet shows and for festivals.

Limited Gatherings Curriculum and Instruction Plans: Grades One to Eight

In limited gatherings we will likely be able to bring the pods back together into single classrooms. However, we will not be able to have those students come together into larger groups. This will mean that mixing on the playground, for instance, will not be possible. During such times we will use this Limited Class and Community Gatherings instruction plan.

Protocols will most likely be similar to low-density learning except each class will be together in one classroom rather than in separated pods. Special Subject teachers and other faculty/staff will join the Class Teacher for a block period of 3-4 weeks, bringing expertise and skills classes.

Physical Space – Limited Gatherings:

Materials and books in all rooms will be reduced and stored, this includes outdoor sports equipment, library books and office supplies. We will be cleaning and sanitizing all spaces used by more than one student in a day. We will ensure that each classroom is well ventilated and that all our water systems are touchless or have handwashing equipment at hand. See Health and Safety Protocols in [Section D](#) for more details.

Limited Gatherings Curriculum and Instruction Plans: High School

In Limited Gatherings we will examine how to bring the full class of each High School grade back together and hold class in the larger spaces available to us. Students will then be able to be physically distanced but will not need to wear masks throughout these classes. Classes will not be able to gather in larger groups or attend shared classes or performances.

In limited-gatherings instruction periods we will work with our normal High School schedule:

- **8:00 – 8:45** - Math and Language classes may be possible in mixed grades based on progress in the subject – masked and in physically-distanced assigned desks. If not we will continue our low-density instruction approach.
- **8:55 – 9:45** - Math and Language classes may be possible in mixed grades based on progress in the subject – masked and in physically-distanced assigned desks. If not we will continue our low-density instruction approach.
- **9:45 – 10:00** - Break – students will all need to be in Main Lesson room.
- **10:00 – 11:50** - Main Lesson in full grade classes.
- **11:55 – 1:45** - Lunch in grade groups (possibly in Main Lesson rooms, possibly in assigned commons space) and Music classes in grade groups. This will mean one music lesson a week rather than two. For instance, 9th grade guitar 1st period Monday, 10th grade guitar 2nd period Monday, 11th grade guitar 1st period Wednesday and 12th grade guitar 2nd period Wednesday. Mixed grade groups will not be possible.
- **1:45 – 2:25** - Afternoon classes by grade – including skills, Art, Movement, Health, College Prep, etc.

- **2:30 – 3:10** - Afternoon classes by grade – including skills, Art, Movement, Health, College Prep, etc.

Physical Space

Materials and books in all rooms will be reduced and stored, this includes outdoor sports equipment, library books and office supplies. We will be using lockers during limited-gatherings periods. Students will keep their coats, backpacks, and materials in their lockers as much as possible rather than carrying them around the building. We will be cleaning and sanitizing all spaces used by more than one student in a day. We will ensure that each classroom is well ventilated and that all our water systems are touchless or have handwashing equipment at hand. See Health and Safety Protocols in [Section D](#) for more information.

[Limited Gatherings Mental and Social-Emotional Wellbeing](#)

Limited-gatherings instruction will be much closer to our normal school operations than any of the other phases that we are likely to be in this school year. Students will be in full-size classes and will be processing the impact of the pandemic over the year. We will be attentive across the school, to the effect that this time has had on all of them – watching for increased anxiety, grief, and other mental health impacts of the challenges we have all faced.

[Limited Gatherings Operations](#)

We anticipate transitioning to normal operations over time. This will include a return to athletic competition, normal food service, the return of extended care and the welcoming of parents to our campuses. The timing of these changes will be outlined in the transition plan.

G. Decision Making at RSSAA around Plan Changes

Overview of School Decision Making

At Rudolf Steiner School of Ann Arbor, we have a governance model that clearly delineates the way in which different bodies of the school take responsibility for decision making in various areas. Generally, as we implement this plan, they will make decisions in the following places

- a) Curriculum Decisions at the class level – Made by Class or Subject Teachers with Carrying Group and faculty input – for instance: how specific blocks and subjects are taught within the boundaries of the RSSAA Scope and Sequence
- b) Curriculum Decisions for a full level of the school – Made by the Level Carrying Group with level faculty input – for instance: how a specific subject or activity is brought to the students in multiple grades.
- c) Curriculum Decisions for the full school – Made by the College of Teachers with input by faculty and Carrying Groups at all levels – for instance: whether to continue a particular subject at this time or not.
- d) Health Policy Decisions at the class level – made by the Carrying Group and the Class Teacher collaboratively.
- e) Health Policy Decisions for a full level of the school – Made by the Level Carrying Group with level faculty input.
- f) Health Policy Decisions for the full school – Made by the College of Teachers and Board collaboratively.
- g) Personnel Decisions – Made by the Carrying Group at each level of the school.
- h) Financial and legal decisions – Made by the Board of Trustees.
- i) Major School decisions – Made by the College of Teachers and Board of Trustees – For instance Strategic Plan approval or Governance Model Updates.

Ongoing commitment to meeting all rules and regulations

We are committed to continuing to meet all laws and regulations that are put forth by the State of Michigan and relevant licensing and regulatory bodies. When a new regulation or order is released that exceeds our current standards, we will immediately decide how best to adjust school operations to meet the new expectations. We will then formally add that change to our school COVID-19 policies which means that if the law or regulation is cancelled it will continue to be enforced within the school until we have had time to discuss the change, decide which group should make the appropriate decision about whether to change our school policies, and to develop any new policies. This means that the school community will have certainty about what is in place day to day, as all policies will stay in place until we decide that it is appropriate to change them.

Decision Making Around Changes in School Instruction Mode

When a decision is needed around the school instructional mode it will be made as a collaborative decision of the Board of Trustees and the College of Teachers. These decisions will include, but not be limited to the following:

- The decision to change the instruction mode of the school, or a level of the school, in response to community COVID-19 conditions and in the absence of a Health Department order, or similar directive. Changes for instruction mode include:

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- The decision to move the school, or a level of the school, from in-person instruction to remote learning.
- The decision to move the school, or a level of the school, from remote learning back to in-person, low-density after a period of remote learning.
- The decision to move the school from in-person, low-density instruction to a more normal school structure as laid out in [section F](#).
- The decision to move the school fully to normal post pandemic structure.

When community conditions indicate that one of the above decisions is needed the Board Executive Committee will consult and call a combined College, Board and Parent Council Leadership meeting within three days to consider what the appropriate response from the school should be. Decision making will be consensus based as is usual in our decision making. The College and Board, with the support of the School Administrator, will gather all information needed to make a considered and prudent decision. The decision will then be implemented by the School Administrator and Level Coordinators. The recommendation to the Board Executive Committee for such a meeting can come from any of the following groups: HUB, College, COVID-19 Task Force, or Board. The COVID-19 Task Force will examine this question at every regular meeting to keep our awareness of whether the time has come to meet and make one of these decisions.

Criteria we will use for such decision making: We will make decisions about school modes using all of the best advice and recommendations we can gather. Primary in this will be the Washtenaw County Health Department and Washtenaw Intermediate School District. The data we will examine will include rates of transmission in the county, cases in our student community, and rate of positive COVID-19 tests. We will be listening to parent and community feedback (concerns raised, requests for parents, or families moving to and from remote instruction). We also will be watching for any concerns around staffing the school, for instance if a significant number of teachers had to be quarantined. However, we are not setting particular indicators as we do not have this expertise and will instead be working with those that do in the community if this kind of decision is needed.

[Decision Making on parts of the Continuing at School Plan](#)

Decisions that do not affect the modes of instruction for RSSAA will, as noted above, continue to be made in our regular governance structure, with an emphasis on timely and collaborative decision making that is communicated with the full community as quickly as possible. When a decision would be strengthened with parent input it will be sought.

Appendix 1: Symptom Response for Students and Employees Who are Ill

We work with the guidance from the State of Michigan and the Washtenaw County Health Department on how to respond to any students with possible COVID-19 symptoms. The guidance is conservative to avoid the possible spread of COVID-19 within a school.

If you have to answer yes to any of the listed symptoms on the morning Health Screening you will need to call your coordinator (Abby for EC, Peggy for LS and Heather for HS) and they will use the following decision rules to tell you what to do.

If the student/employee has ONE of the following symptoms:

- Cough
- Fever over 100.4
- Shortness of breath
- Difficulty breathing
- Loss of taste or smell

OR if the student/employee has two of the following symptoms:

- Chills
- Muscle aches
- Sore throat
- Diarrhea, vomiting, abdominal pain
- Congestion or runny nose
- Headache
- Fatigue

Then they will be a possible risk of COVID-19 and will not be able to return to school until they have met one of the following conditions:

- The student or employee has a negative COVID-19 Test result.
- The student or employee has an alternative diagnosis from their Health Care Provider.
- The student or employee has self-isolated at home for ten days since symptoms first appeared.

Note that there is not an option of the employee or child feeling better and coming back to school without one of the above conditions being satisfied. This is so different from a normal year when we encourage students to come back quickly with a relatively mild illness or come back as soon as we felt better. Instead we need to all commit to following these rules.

If the student or employee has only one of the symptoms in the "if you have two" list you can handle it as you normally would, giving the child or employee a day or two to feel better and then returning to school. If the employee or child has an ongoing health condition that gives them one or more of these symptoms (such as migraines) that counts as an alternative diagnosis, so again you can manage it as normal, returning when you feel better. Please still have the conversation with your level coordinator.

This system really encourages COVID-19 testing. If you need to get a COVID-19 Test you can do that through your regular physician or through one of the community test sites or commercial sites. A full listing of Washtenaw County COVID-19 Test sites is available at <https://www.washtenaw.org/3158/Testing>

If you have any questions or concerns, please talk with your level coordinator or Siân Owen-Cruise.

Appendix 2: COVID-19 Positive Case Response Plan

Background: When we inevitably have a positive COVID-19 case in a faculty member or student we will need to work with the Washtenaw County Health Department to determine which students should be on quarantine and which do not need to be. We will also need to do extra cleaning in the areas that the positive student or faculty member has been. There will be a lot to achieve very quickly, and we could hear of a case in the evening or on the weekend, when the Health Department cannot help us start our process.

Policy:

- A. When the school is informed of a positive COVID-19 case in either a student or faculty member, whoever is informed will immediately tell [Sian Owen-Cruise](#). Sian will contact the Washtenaw County Health Department and start the process of contact tracing.
- B. The entire campus on which the positive faculty member or student has been will be closed for one full day of school. If the positive case is in a faculty member who has been on both campuses within the last 72 hours, then both campuses will be closed for one full day of school. If the day that the school is informed of the positive case is a Friday, the school campus will be closed on Monday.
- C. This full day of school without students will allow for the following:
 - a. Full analysis with the Health Department of who needs to be quarantined and who can continue to attend school
 - b. Full informing of the families who need to quarantine
 - c. Deep cleaning of the affected physical spaces in the building
 - d. Time to establish whether the transfer of several students to remote education (in the grades) is appropriate and how to do it well
- D. During the closed campus day, the following classes and activities will be delivered remotely:
 - a. Early Childhood – no classes will be delivered
 - b. Grades 1 – 3 – no classes will be delivered
 - c. Grades 4 - 5 – a morning Zoom check in will be scheduled and students given activities to do during the day
 - d. Grades 6 – 8 – morning Main Lesson will take place through Zoom
 - e. Grades 9 - 12 – morning Main Lesson and afternoon subject classes will take place through Zoom
- E. By the end of the day of closing Sian will have worked with the Health Department and the level Carrying Groups to have completed the following:
 - a. Identification of who needs to be quarantined and who not
 - b. Communication of this to all affected families and faculty or staff
 - c. Communication to all others in the campus community that they are not asked to quarantine
 - d. Communication of reassurance to full community about cleaning and readiness to reopen on the second day after the information about the positive case, or other actions being taken

Appendix 3: Snow Day Policy for the 2020-21 School Year

In a normal school year, Rudolf Steiner School of Ann Arbor follows the Ann Arbor Public School District's (AAPS) decisions on snow days. If AAPS calls a snow day we also have a snow day, and if they are in session we are also in session.

In this unique school year, AAPS is not holding school in person, instead serving all students through a variety of online platforms. Therefore, they will not be having any snow days this year as students will not need to leave their homes regardless of the weather.

As we are holding in-person school at RSSAA, we need a one-year system to make snow decisions without overtaxing administrative and faculty leaders. We are working with the local independent schools to be as consistent as possible in our responses.

Snow Day Policy:

RSSAA will have a snow day when **any** of the following is true:

- More than six inches of snow has fallen between 8 pm and 5 am of the day of school in Washtenaw County
- Ice has formed over Washtenaw County roads leading the county to announce a dangerous road situation
- There is a predicted windchill for Washtenaw County at 9 am of below –20 F
- There is a Winter Storm Warning for a storm bringing more than seven inches of snow predicted to fall between 5 am and 3 pm in Washtenaw County
- There is a Winter Storm Warning for a storm bringing more than four inches of snow predicted to start between 7 and 9 am in Washtenaw County
- Whitmore Lake Public Schools, Saline Public Schools, Chelsea Public are all closed for the weather – all three either started with in-person instruction or plan to expand to it before winter

We will do all we can to announce a snow day as early as possible but will make all decisions by 6 am. We will use our ParentSquare Alert system to announce any school closings. Closings will also be announced on our Facebook Page and through the Detroit radio/TV system.

The first snow day in any month will be a snow day – no instruction, no homework. However, any further snow days that month will be remote learning days for students in Grade 9-12, with only Main Lesson continuing, through streaming, Zoom or another format. All snow days will be days of no instruction for Early Childhood and Grade one through Eight.

We will review this policy as the year passes making changes that seem reasonable as we gain experience and learn from events. We will update the policy, fully informing the community, as experience warrants.

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Appendix 4: Overview of Communication Systems

ParentSquare	LMS	Family Portal
<ul style="list-style-type: none"> • Communication Tool • User-defined communications • Group posts and messaging (chat) • Primarily for parents <ul style="list-style-type: none"> • General school updates • General class updates • Zoom links to school/parent meetings • Community posts • Used by HS students for sports, trips, clubs, etc. that may need last-minute communications • Alerts – app, phone and text • Organized by each student's grade level • App or browser 	<ul style="list-style-type: none"> • Student Resource Tool • Curriculum materials and instructions • Primarily for students (though parents may manage on their student's behalf) <ul style="list-style-type: none"> • Class resources (links, videos, pdfs) • Class assignments • Class wall for chat between teacher and students • Quizzes • Class Zoom links • Calendar of due dates • Organized by each student's classes • Browser only 	<ul style="list-style-type: none"> • Family Resource Tool • General school information • Personal family information including address, phone, emergency contacts, financial, etc. • Link to the LMS • Primarily for parents <ul style="list-style-type: none"> • Verify and update personal information • Complete reenrollments • Apply for financial aid • Organized by school family • Browser only

You can find full information, including how to use each area at:

<https://4.files.edl.io/2133/10/14/20/190114-259a0832-c283-4ae2-ad99-ba9a7c9f06a0.pdf>

Appendix 5: Early Childhood Drop off Protocol

All Redbird, Robin and Bluebird Nests drop off from 8:30-8:45 a.m. Chickadee drop off is from 8:45-9:00 am. Each nest has a specific drop off and pick up location, please see map. Each drop off location is marked, and you will see signs at your child's drop off location to help you find where you need to be. Your child's pick up location at the end of the day will be the same as the drop off location.

Drop Off Locations

Class	Nest	Location
Robin	Maple	Benches near Multipurpose Room in back lot
Robin	Willow	Back lot near sidewalk between buildings
Redbird	Pine	Back lot near Box Elder Bower
Redbird	Spruce	Benches to the right of main doors around circle drive
Bluebird	Oak	Gate near Linden Copse
Bluebird	Willow	Benches near Multipurpose Room in circle drive
Chickadee		Back lot near Honey Locust Hill

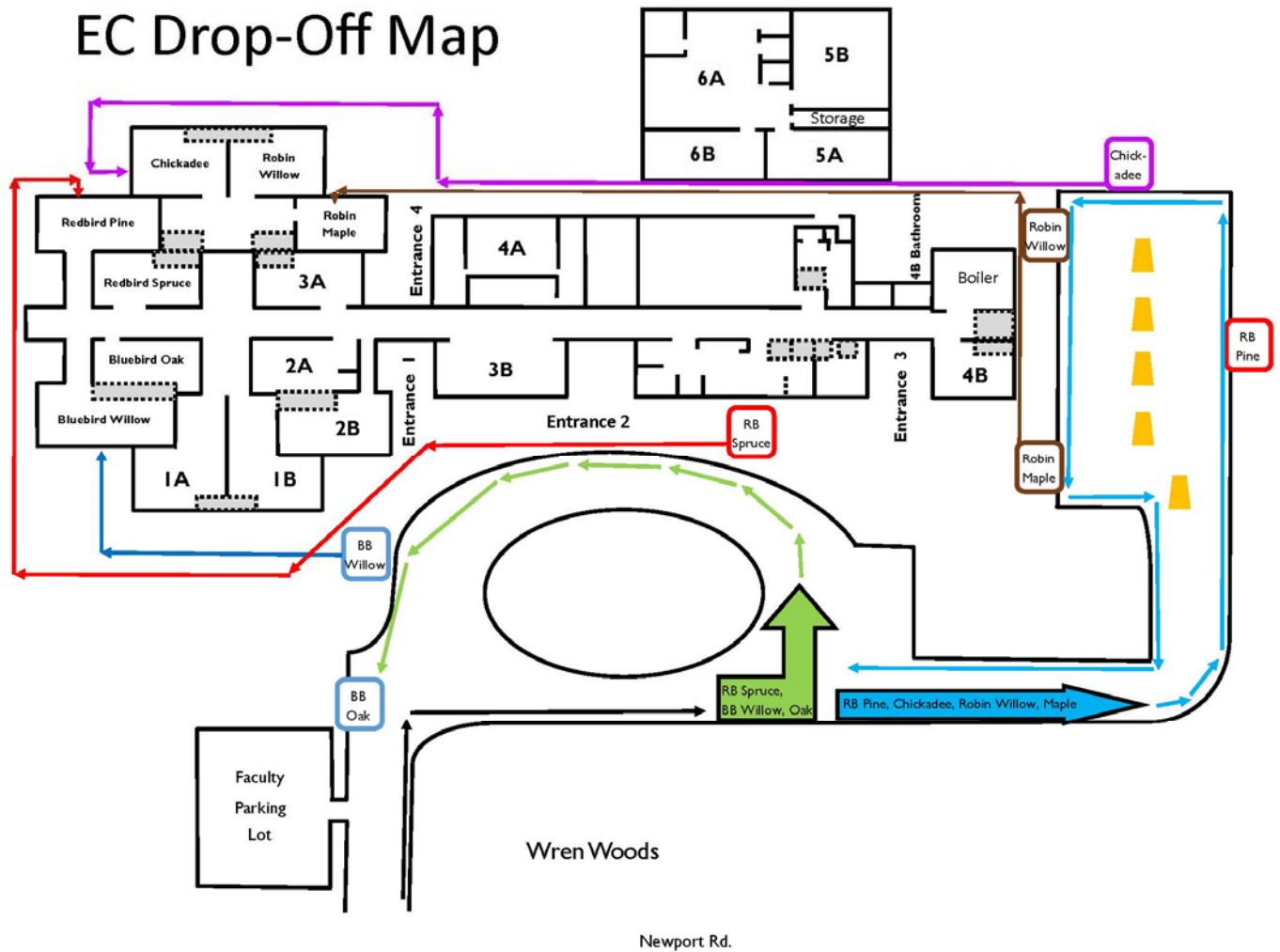
We ask that you are mindful of the drop off time window when you are dropping your child off. This year we will not be able to be as flexible as in the past when it comes to drop off times. Please do not arrive early. Grades drop off is from 8:00-8:15 am and we will not be able to accept Early Childhood students until all Grade School students arrive.

If you need to get out of your car to help your child get out of their car seat, get their backpack, etc. you must wear a mask. Staff will not be able to reach into your car for any reason.

We ask that you complete the ParentSquare Symptom Check before arriving to school. Your child's teacher or assistant will greet you at your drop off location and will take your child's temperature using a touchless thermometer. He or she will verify that you have completed the ParentSquare Symptom Check. You may not drop off your child to school without having completed the Symptom Check.

Please make sure that your child goes to the bathroom before they arrive at school, especially if your child's class or nest begins the day outside.

EC Drop-Off Map



Appendix 6: EC Pick Up Protocol

Early Bird Pick Up

If your child is an Early Bird (attends our half day program), you will pick your child up around the circle drive. Pick up time for Redbird, Robin and Bluebird Early Birds is at 12:15 pm. Pick up time for Chickadee Early Birds is at 12:30 pm. You will see your child and their Lead Teacher.

Full Day Pick Up

If your child stays for the full day, you will pick up your child from the same location where you dropped them off between 2:50 and 3:00 p.m.

Full Day Pick Up Locations

Class	Nest	Location
Robin	Maple	Benches near Multipurpose Room in back lot
Robin	Willow	Back lot near sidewalk between buildings
Redbird	Pine	Back lot near Box Elder Bower
Redbird	Spruce	Benches to the right of main doors around circle drive
Bluebird	Oak	Gate near Linden Copse
Bluebird	Willow	Benches near Multipurpose Room in circle drive
Chickadee		Back lot near Honey Locust Hill

It is very important that your child's teacher knows who will be picking up the students each day. If your child is to be picked up by someone other than yourself, please let the teacher know by phone or by e-mailing the school in a timely manner. Please do not send a handwritten note. If you have a last-minute change regarding your student's pick-up arrangement, please call the front office and let the staff know of your change of plans. Our administrative staff will notify your child's teacher.

The person must be on the Child Information Card (CIC) that you filled out upon enrollment. If that person is not on your list, we ask that you please e-mail us at lsattendance@steinerschool.org. Staff will ask for photo ID from adults listed on your child's CIC form at the time of pick up.

EC Pick-Up Map



Appendix 7: Protocol for Student Drop-Off (Grades)

Grade 1

Pod 1A – Parents of Pod 1A students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. Caroline Freitag will be there to receive the child and she will walk them to the 1A bench where they will wait for more of their classmates to arrive. When several 1A pod students have arrived, Mrs. Freitag will walk those students around the outside of the building to the Pod 1A outside door. Miss Mackenzie will receive them there and Mrs. Freitag will return to front circle to await the arrival of more children.

Pod 1B – Parents of Pod 1B students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. Caroline Freitag will be there to receive the child and she will walk them to the 1B outside door. Their Special Subjects teacher will receive them, and Mrs. Freitag will return to the front circle to await the arrival of more children.

Grade 2

Pod 2A – Parents of Pod 2A students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. In the beginning of the year Calisa Tucker will be there to receive the child and she will ask them to enter the building through Entrance 1 and proceed to Pod 2A. Once the child enters the building there will be a staff member in the hallway to help students locate their classroom. During the beginning of the year, Pod 2A students will be received in their classroom by a staff member until Calisa returns from helping in the student drop-off area.

Pod 2B – Parents of Pod 2B students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. In the beginning of the year Calisa Tucker will be there to receive the child and she will ask them to enter the building through the outside door of Pod 2B where their Special Subjects teacher will receive them.

Grade 3

Pod 3A – Parents of Pod 3A students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can

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exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. The child will be directed to enter the building through entrance 1 and proceed to Pod 3A. Once the child enters the building there will be a staff member in the hallway to help students locate their classroom.

Pod 3B – Parents of Pod 3B students will pull up along the front circle. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. If the parent needs to exit their vehicle to help their child out of a car seat, the parent must wear a mask. The child will be directed to enter the building through entrance 2 and proceed to Pod 3B. Once the child enters the building there will be a staff member in the hallway to help students locate their classroom.

Grade 4

Pod 4A – Parents of Pod 4A students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the building through entrance 2 and proceed to Pod 4A. Once the child enters the building there will be a staff member in the hallway to help students locate their classroom.

Pod 4B – Parents of Pod 4B students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the building through the outside entrance to Pod 4B.

Grade 5

Pod 5A – Parents of Pod 5A students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the Middle School building through the outside entrance to Pod 5A. There will be a staff member on the sidewalk towards the back of the parking lot to help students navigate to their classroom.

Pod 5B – Parents of Pod 5B students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the Middle School building through the outside entrance to Pod 5B via the grass (please see map for specific route). There will be a staff member on the sidewalk towards the back of the parking lot to help students navigate to their classroom.

Grade 6

Pod 6A – Parents of Pod 6A students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the Middle School building through the main entrance to the Commons/Pod 6A. There will be a staff member on the sidewalk towards the back of the parking lot to help students navigate to their classroom.

Pod 6B – Parents of Pod 6B students will drive through the parking lot to the right of the building and stop at the designated student drop-off area. They will be greeted by a staff member who will check to make sure they have completed the health screening for their child. Once it has been confirmed that the health screening is completed and no symptoms are present, the child can exit the vehicle. The child will be directed to enter the Middle School building through the outside entrance to Pod 6B. There will be a staff member on the sidewalk towards the back of the parking lot to help students navigate to their classroom.

Appendix 8: Protocol for Student Pick-up (Grades)

Grades 1, 2, 3

Students in grades 1, 2 and 3 will be picked up along the front circle. Each Pod is assigned to a set of benches. The Pod bench order is as follows; the first set of benches you come to as you enter the circle will be Pod 3B, then 3A, 2A, 2B, 1A, and behind 1A will be 1B. Parents will follow the traffic pattern around the circle and stop when they arrive at their child's bench. Once they are stopped in front of their child's bench the child can approach and enter the vehicle. Parents will then follow the traffic pattern to exit the pick-up zone.

Grades 4, 5, 6

Students in grades 4, 5, and 6 will be picked up in the parking lot on the right side (when facing the building) of the building. Each Pod is assigned to a certain area along the traffic route. The Pod order is as follows: the first Pod that you come to is Pod 5B, at the back of the parking lot, then 6A on the sidewalk, 6B in the first grassy area, 5A in the second grassy area, 4B in their classroom and 4A in the grassy area at the entrance of the parking lot. Parents will follow the traffic pattern around the parking lot and stop when they arrive at their child's area. Once they are stopped in front of their child's area the child can approach and enter the vehicle. Parents will then follow the traffic pattern to exit the pick-up zone.

Appendix 9: COVID-19 Updated Electronic Devices Policies

High School Cell Phone Policy

Although useful in arranging carpooling, letting parent(s)/guardian(s) know when a student will be home, and reaching friends and family outside of the school day, cell phones during the school day are a major and unnecessary, distraction.

However, when the school is in Phase 4 and choosing physically-distanced in-person learning in pods, cell phone use will be permitted under very narrow circumstances. Students may keep their cellphones and headphones near them while in first and second period only, AND only if they must access the phone for classwork, such as checking an assignment on the LMS. The usual social media guidelines are still in effect, and if a pod teacher finds that a student is being disruptive or obviously engaging in activity not related to schoolwork, the pod teacher may ask that the student go to the front office for a pink slip.

When second period ends, students are required to switch their phones off completely and put their phones in a bag with their name on it for the teacher to place in a secure container until the end of the school day, when the final period teacher will retrieve the phones and make them available on a table for students to collect before leaving the building. If a student needs to retrieve their phone during the day, they must have a valid reason for doing so, and they may ask the relevant pod teacher to retrieve it for them and then return it to the secure container.

A student who deliberately violates this protocol will face serious consequences, including possibility of parents being called to let them know their student has been told leave school for the rest of the day.

High School Computer Use and Wi-Fi Policy

At the High School, Computer use to facilitate academic work is encouraged. While the school is in Low-Density Instruction, the school lacks a dedicated computer lab, therefore, students are permitted to bring a laptop from home to work on homework at school. The guidelines regarding social media use are still in effect regarding students' laptops. Students are expected to adhere to the following so that the school's philosophy of respect and courtesy can continue to be upheld.

- The high school has created a Student Wi-Fi network. This network can be accessed at any time by any device without a password.
- Students are encouraged to talk with one another, take a walk outside, and do non-computer activities during breaks and lunch. However, if a student wants to work on their computer during a break or lunch, they may ask their pod teacher for a computer use pass.
- Computers should be silent, and students are encouraged to bring headphones.
- Computer use is for schoolwork or for communicating with teachers and staff only.
- Teachers may tell a student to stop using their computer at any time. Computer use is not permitted during class discussions or lectures.
- Computers may only be used at a student's pod desk or their main lesson desk (if different)
- Students may not gather around another student's desk to look at something together on the computer.

- Students may lose the privilege of using their computer in school if they are unwilling to follow the guidelines above.

Appendix 10: High School World Language Approach

The high school's pod structure was designed to provide small classes in adequately-sized spaces for recommended physical distancing, align students by math level, and provide for social interaction. We then needed to map language instruction to the pod structure. In the first quarter, we did this by assigning our three German and three Spanish teachers to language levels in the LMS for which they were responsible, whether or not the students assigned to those levels were present in the pod rooms where their assigned teachers were. Both students and teachers attempted to make this arrangement work, but ultimately the feelings of disconnect and frustration made us look at changing things.

Starting at the beginning of the second quarter, Language teachers will be solely responsible for teaching the students in their pod rooms. They can use the LMS if they wish, but they will be present in the pod rooms and assessing and evaluating the students they interact with in class. While we are aware that the primary challenge with this arrangement is that students of different language levels who are in the same pod will now be in the same language class, our Language teachers will be working to ensure each student has the opportunity to progress in their language. For remote students, they will continue to work with their remote teacher, and they will work as a class of remote students.

Appendix 11: High School Music Schedule

Pod	Choices	Monday – Lunch Period 1	Monday – Lunch Period 2	Tuesday Lunch Period 1	Tuesday – Lunch Period 2	Wednesday – Lunch Period 1	Wednesday – Lunch Period 2	Thursday – Lunch Period 1	Thursday – Lunch Period 2	Friday – Lunch Period 1	Friday – Lunch Period 2
9a	Composition Strings Winds Guitar Ukulele	Lunch - pod room	Composition - JC - pod room	Strings - BR - pod room	Lunch - pod room	Lunch - pod room	Strings - PG - pod room Guitar - AA Winds - KM - out Guitar - AA - ML	Lunch - pod room	Extra Main - ML room	Lunch - pod room	Ukulele - GB - main lesson room
9b	Composition Strings Ukulele Guitar Singing/Music A	Strings - BR - pod	Lunch - pod room	*Composition - JC - pod room	Lunch - pod room	Lunch	Guitar - AA - ML Singing and Music	Lunch - pod room	Extra Main - ML room	Lunch - pod room	Ukulele - GB - main lesson room
10a	Winds Strings Ukulele Guitar Singing/Music A	Lunch - pod room	Winds - KM - pod room	Lunch - pod room	Extra Main - ML room	Guitar - AA - ML Room	Lunch - pod room	Singing and Music Appreciation	Lunch - pod room	Ukelele - HL - ML room	Lunch - pod room
10b	Strings Ukulele Guitar Singing/Music		Lunch - pod room	Lunch - pod room	Extra Main - ML room	Guitar - AA - ML room	Lunch - pod room	Lunch - pod room	Singing and Music	Ukelele - HL - ML room	Lunch - pod room
11a	Composition Strings Winds	College Prep - pod room	Lunch - pod room	Lunch - pod room	Strings - BR - pod room	Composition - JC - ML Room	Lunch - pod room	Lunch - pod room	Extra Main - ML room	Lunch - pod room	Singing and Music
11b	Guitar Strings Composition Singing/Music A	Lunch - pod room	Guitar - AA - ML room Strings - BR - pod room	Lunch - pod room	Composition - JC - pod room	Singing and Music Appreciation CVD - pod room	Lunch - pod room	Lunch - pod room	Extra Main - ML room	Lunch - pod room	College Prep - pod room
11c	Guitar Strings Composition Singing/Music A	Lunch - pod room	Guitar - AA - ML room Strings - PG - Art room	College prep - pod room	Lunch - pod room	Composition - JC - ML room	Lunch - pod room	Lunch - pod room	Extra Main - ML room	Lunch - pod room	Singing and Music Appreciation CVD - ML Room
12a	Guitar Composition Singing/Music A	Guitar - AA - ML Composition JC - pod room	Lunch - pod room	Art	Art	College Prep - pod room	Lunch - pod room	Art	Art	Singing and Music Appreciation - CVD - Pod room	Lunch - pod room
12b	Guitar Strings Winds Composition	Strings - PG - West Gym Guitar - AA - ML Winds - KM - out	Lunch - pod room	Art	Art	Lunch - pod room	Composition - JC - pod room	Art	Art	College Prep - pod room	Lunch - pod room

*note this section also includes Remote students