

# Honolulu Waldorf School Handbook 2011-2012

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HONOLULU  
WALDORF  
SCHOOL

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CELEBRATING 50 YEARS  
OF EDUCATION FOR A  
BETTER WORLD



# Table of Contents

Office Contact Information .....	1
Office Hours (Both Campuses) .....	1
Contact Information – Leadership Team .....	7
Contact Information – Administration .....	8
<b>Teacher List by Campus, Grade and Subject .....</b>	<b>9</b>
Early Childhood (EC) Program (Niu Campus) .....	9
Lower School (LS) (Niu Campus) .....	9
High School (HS) (Makai Campus) .....	10
<b>Chapter 1 – Introduction to Waldorf Education .....</b>	<b>12</b>
About The Honolulu Waldorf School .....	13
Curriculum .....	14
<b>Chapter 2 – School Structure .....</b>	<b>23</b>
Glossary of Terms or Groups .....	23
School Organization .....	24
Collegium .....	25
Departments .....	25
Core Group .....	25
Leadership Team .....	25
Mandate Groups .....	26
Mandate Groups include, and are not limited to: .....	26
Board of Trustees .....	27
<b>Chapter 3 – Communication and Community .....</b>	<b>28</b>
Veracross (School’s Data Base) .....	28
NewsNotes .....	28
Email Blasts .....	28
All School Email Policy .....	28
Class Parents .....	29
Communication with Faculty .....	29
Staff and Faculty Mailboxes .....	30
Honolulu Waldorf School Website .....	30
Community .....	30
Class Evenings .....	30

Adult Education.....	31
Kula Makua .....	31
The Enchanted Forest .....	31
Volunteering .....	32
<b>Chapter 4 – Early Childhood Programs .....</b>	<b>33</b>
Parent/Child Program: ‘Ōhi‘a Lehua .....	33
Parent Role .....	33
Nursery: Kukui .....	34
Parent Help in the Classroom .....	35
Pre-School/Kindergarten: Koa, Milo, Kamani .....	36
Important General Information for all Early Childhood Classes .....	37
Early Childhood - Health Requirements .....	39
<b>Chapter 5 — Enrollment and Tuition Policies .....</b>	<b>40</b>
Enrollment.....	40
Tuition and Fee Policies.....	41
Supply Fees .....	42
Afterschool Care Fee .....	42
Family Discounts.....	43
Tuition Assistance .....	43
Tuition Assistance Process .....	44
Cancellation of Enrollment, Voluntary Withdrawal, or Dismissal; Balance Due.....	45
Withdrawal Fee .....	46
School’s Right to Terminate Privilege of Attendance ..	46
Late Payments and Third Party Collection .....	47
<b>Chapter 6 – Behavioral Guidelines &amp; Procedures .....</b>	<b>48</b>
Code of Conduct and Discipline Policies.....	48
Conduct .....	48
Disciplinary Actions .....	50
Grades 1 - 8 .....	50
Strikes: Given to students in Grades 5 - 8.....	50
Grades 9 - 12 Disciplinary Action .....	51

Alcohol and Drugs Policy .....	51
Self Reporting and Remediation .....	51
Disciplinary Measures .....	52
Suspension .....	52
Expulsion.....	52
Anti-Discrimination/Harassment Policy .....	53
Dress Code.....	54
Concert Attire.....	55
Physical Education .....	55
Compliance .....	56

**Chapter 7 — Drop-Off/Pick-Up and Afterschool Care**

<b>Procedures .....</b>	<b>57</b>
Drop-Off and Pick-Up (General Information) .....	57
Observance of Traffic Rules and Courtesy to Others ...	57
Traffic Flow at the Niu Campus.....	58
Drop Off Procedures .....	59
Early Childhood .....	59
Lower School (Grades 1-8).....	59
Pick-Up Procedures .....	59
Early Childhood .....	59
Lower School (Grades 1-8).....	59
Late Pick-Up Fees .....	60
High School Drop-Off and Pick-Up Procedures.....	60
After School Care.....	61
After School Care Late-Pickup Fees .....	62
Transportation .....	62

**Chapter 8 — Attendance Policies, Health & Illness .....**

<b>Attendance, Punctuality, Tardiness and Absences.....</b>	<b>63</b>
General Health Policies .....	64
Health Record Requirements .....	64
Immunization Requirements.....	65
Immunization Exemptions.....	65
Policy on Communicable Diseases, Including AIDS .....	66
Home-Hospital Instruction .....	66
Student Accidents .....	66
Insurance .....	66

Emergency Medical Procedures .....	67
General Illness .....	67
Ukus - (Head Lice).....	68
Prescription Medication .....	69
Additional Health Policies.....	70
<b>Chapter 9 — Emergency Preparedness .....</b>	<b>71</b>
Emergency Preparedness Plan.....	71
Fire .....	71
Tsunami .....	71
Hurricane/Tropical Storm.....	72
Earthquake .....	72
Flooding .....	73
General Emergencies .....	73
Asbestos Hazard .....	73
<b>Chapter 10 — Other Information Regarding Everyday Life on Campus .....</b>	<b>75</b>
Library.....	75
Assemblies .....	75
Excursions and Field Trips .....	75
Birthdays.....	76
Snacks and Lunch.....	76
Lunch boxes .....	76
Lost and Found.....	76
School Office Phone and Cell Phones .....	77
Toys, Electronic Equipment, etc.....	77
Personal Money .....	77
Grades 9 - 12 See High School Student Handbook for Additional Information. ....	78
<b>Chapter 11 — Bridges between School and Home and Issues Specific to a Waldorf Education .....</b>	<b>79</b>
Bridges between School and Home .....	79
Structure and Rhythm .....	79
Media .....	79
Social Life.....	79

Out-of-School Activities .....	80
Music .....	80
Sports and other Physical Activities .....	80
Interscholastic League of Honolulu Sports .....	81
After School Clubs.....	81
Student Assessments at HWS .....	81
Homework .....	82
Reporting Academic Progress.....	82
Written Reports for Students in Grades 1 - 5 .....	82
Written Reports for Students in Grades 6 - 8 .....	82
Tutoring .....	83
Lates for Grades 7 and 8 .....	83
Academic Strikes .....	84
Academic Probation.....	84
Grades 9 - 12: Sponsors .....	84
School Events .....	85
<b>Chapter 12 — Festivals of the Year .....</b>	<b>86</b>
Orientation for First Grade Students and Families.....	86
The Rose Ceremony .....	86
Michaelmas .....	87
Penny Harvest.....	87
Advent.....	87
The Advent Spiral of Lights .....	88
Winter Festival.....	88
Saint Nicholas: December 6.....	88
Shepherd’s Play.....	88
Grandparents’ Day .....	89
Spring Concert .....	89
May Day .....	89
Closing Assembly .....	89

**Alphabetical Listing of Students**Error! Bookmark not defined.

**Students by Class** .....

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**Faculty and Staff**.....Error! Bookmark not defined.

## Contact Information – Leadership Team

*Please contact any member of the Leadership Team with questions about any aspect of the school. If your question cannot be addressed fully by a member of the leadership team, you will be directed to the appropriate person.*

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## Contact Information – Administration

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<b>Director of Admissions</b> Niu Campus	Arleen Kohnke <a href="mailto:akohnke@honoluluwaldorf.org">akohnke@honoluluwaldorf.org</a> 377-5491
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<b>Director of Communications</b> Makai Campus	Laurie Lee <a href="mailto:lee@honoluluwaldorf.org">lee@honoluluwaldorf.org</a> 792-4559
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<b>Registrar, IT Manager</b> Makai Campus	Judy Journeay <a href="mailto:jjourneay@honoluluwaldorf.org">jjourneay@honoluluwaldorf.org</a> 792-5043
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<b>College Counselor</b> Makai Campus	Beth Allingham <a href="mailto:eallingham@honoluluwaldorf.org">eallingham@honoluluwaldorf.org</a> 792-5044

## Teacher List by Campus, Grade and Subject

### Early Childhood (EC) Program (Niu Campus)

Parent/Child	Roberta Ducharme
Early Childhood (Kukui)	Geri Ihara
EC Assistant (Kukui)	Robyn Valorose
Early Childhood (Koa)	Bibiana Potter
EC Assistant (Koa)	Ivy Vibar
Early Childhood (Milo)	Cindy Sydow
EC Assistant (Milo)	Ulli Zuckerman
Early Childhood (Kamani)	Jennifer Kaneshiro
EC Assistant (Kamani)	Kaori Stock
EC Aide	Petra Bergmann-Ruzicka
EC After Care	Stephanie Luuloo
EC After Care Assistant	Machiko Mohri

### Lower School (LS) (Niu Campus)

First Grade	Jemma Della Croce
Second Grade	Mary Jo AbiNader
Third Grade	Lynn Aaberg
Fourth Grade	Erika Meers
Fifth Grade	Donna Cadelinia
Sixth Grade	Peter Della Croce
Seventh Grade	Bonnie Ozaki-James
Eighth Grade	William Gentner
Grades Teacher	Carubie Rodgers
Handwork, Grades 1, 2	Simone Derow-Ostapowicz
Handwork, Grades 3, 4	Frances Altwies
Handwork, Grades 5	Ulrike Scherer
Handwork, Grades 6-8	Yoshiko Scion

Spanish, Grades 1-8	Silvia Jaimes
Spanish, Grades 7-12	Stephanie Sheffield
Japanese, Grades 1-8	Ikuko Nishimoto
Japanese, Grades 7-12	Margaret Yamashita
Learning Support/Movement, Grades 1-3	Regina Lumsden
Movement, P.E. Grades 4-8	Jana Fraser
Librarian	Cammy Doi
Strings, Grades 3-5	Darel Stark
Strings, Grades 6-12	Ernie Provencher
Band, Grades 6-12	Joe Ruskowski
Hawaiian Studies	Kathy Māhealani Wong
Grades Aftercare	Simone Derow-Ostapowicz

### **High School (HS) (Makai Campus)**

Grade 9 Sponsors	Greg Stock Hillary Godwise
Grade 10 Sponsors	Lynn Liverton Jason Godwise
Grade 11 Sponsors	Antoinette DeNardis Phil Dwyer
Grade 12 Sponsors	Andrew Starzynski Nicole Lueker
Humanities	Greg Stock
Humanities	Antoinette DeNardis
Math	Andrew Starzynski
Math	Hillary Godwise
Science	Jason Godwise
College Counselor	Beth Allingham

Life Skills/Counseling	Nicole Lueker
Educational Support	Antoinette DeNardis
Art	Van James
Applied Arts/Woodwork, Grades 6-8	Lynn Liverton
Japanese	Margaret Yamashita
Spanish	Stephanie Sheffield
Applied Arts/Gardening	Phil Dwyer
Strings, Grades 6-12	Ernie Provencher
Band, Grades 6-12	Joe Ruskowski
Athletic Director/P.E.	Lynn Liverton

## Chapter 1 – Introduction to Waldorf Education

from an Introduction into Waldorf Education by Rudolf Steiner College, Fair Oaks, California

The first Waldorf School was founded in 1919 in Stuttgart, Germany, when Emil Molt, a wealthy industrialist, and owner of the Waldorf Astoria Cigarette Factory, asked Dr. Rudolf Steiner to help him create a school for the families of his workers. Dr. Steiner was well-known at this time for his ideas in education and for his spiritual-scientific research leading to an understanding of the nature of man and the world. This path of knowledge he called anthroposophy, from the Greek, *anthropos* (man) and *sophia* (wisdom).

Waldorf Education is designed to develop the full spectrum of human wholeness – hand and heart as well as mind. It aims to support a harmonious development of the three soul faculties – willing, feeling, and thinking – taking full account of the physical and emotional growth phases of the child. There is a particular emphasis on the development of the will during the first seven years. The children learn most by what is worthy of imitation, through activities. During the lower school years (Grades 1-5), the feeling life of the child is nurtured through the guiding authority of the teacher who integrates artistic, imaginative elements into the learning process. During the middle school years (Grades 6-8), the thinking capacity is just starting to develop. Math and sciences meet the budding intellect which later develops in high school. During the upper school years (Grades 9-12), the faculty of thinking is more directly emphasized by challenging the adolescents to individual judgment and to more conscious participation in their education.

Through Waldorf education, Rudolf Steiner hoped to cultivate in young people the capacities of heart, mind, and the strength of will that will enable them to meet the challenges of their own time and the future. He laid the foundation for an art of education in which the teacher, ever aware of the inherent dignity and individuality of each child, would strive to awaken and draw out the child's individual gifts. This is in keeping with the true meaning of "to educate" from the Latin, *educere*, which means "to draw out" rather than to put in.

## **About The Honolulu Waldorf School**

Honolulu Waldorf School, established in 1961, is a coeducational, independent school serving more than 300 children from early childhood through high school. The original Nursery through Grade 8 school is on a beautiful monkey pod tree-shaded campus in Honolulu's Niu Valley. The expanded High School moved to its permanent home (in 2010) on a lovely nearby oceanfront property in 'Āina Haina. Based on the educational insights of Dr. Rudolf Steiner, Waldorf education is the fastest-growing independent educational movement in the world, with more than 1,000 Waldorf schools on six continents.

Honolulu Waldorf School supports each child in his or her intellectual, physical, emotional, and spiritual development by offering a curriculum that integrates academic, practical, experiential, and artistic work.

The school honors and protects the wonder of childhood. It offers a safe, secure, and nurturing environment, while providing a rich and rigorous curriculum as the child travels through the grades. As students grow they are presented with opportunities to contribute to their community and implement positive change in their greater society.

Underlying its curriculum is a consistent philosophy of child development, which responds to the developmental phases of childhood rather than to the demands of the government or economic forces. The curriculum encourages creativity and free-thinking.

Honolulu Waldorf School offers a full academic program, with mandatory foreign languages beginning in Grade 1. Fine and applied arts, music, movement, and drama are a daily part of each child's experience. Community service commitments build from smaller projects for lower school students, to required hours of service to the school and the greater community in the high school years. High school foreign exchange programs are encouraged and arranged. The school produces graduates who are academically advantaged, and who consistently gain admission to top universities.

### **Student Goals**

In each student, the Honolulu Waldorf School seeks to develop a healthy balance of the following capacities:

- Intellectual flexibility, independent thinking, and an unquenchable curiosity, all supported by a strong foundation of academic achievement
- A strong and creative imagination
- The ability to reflect inwardly in a careful and thoughtful manner
- The social skills and understanding necessary to live compassionately, responsibly, and with moral courage in the community of humanity
- Aloha ‘āina for our island home, and a feeling of stewardship and caring for the earth
- Joy in the ability to express her/himself through a variety of artistic experiences
- A healthy, coordinated, and active physical body

Honolulu Waldorf School is accredited by the Western Association of Schools and Colleges, and the Association of Waldorf Schools of North America (AWSNA), and a member of the Hawaii Association of Independent Schools. HWS is a member of the Interscholastic League of Honolulu (ILH). Many athletes also participate through the Pac-Five team, and teams with other small schools.

For more information on Waldorf Education please visit:

**Why Waldorf Works the AWSNA website at [www.whywaldorfworks.org](http://www.whywaldorfworks.org).**

## Curriculum

The curriculum developed for Waldorf schools is unique and comprehensive, and designed to meet the specific developmental milestones of children at each age and grade. Teachers at HWS are dedicated to creating an inner enthusiasm for learning within each child, which will help lead the student to find his or her own capacities for lifelong learning. In our Early Childhood, Grades, and High School Departments, we work with the particular needs of each stage of childhood. In the Early Childhood, the emphasis is on imitation, and through active doing, the young child is learning about the great world around him or her. In the Lower School, the emphasis is on learning

through the imagination. The High School focuses on the students' developing capacities of discernment, judgment, and recognition of all that is true in the world.

The foundations for learning are established in early childhood. Before they enter the grades, children learn primarily through imitation and play, and the Early Childhood program provides a home-like environment where the teachers serve as worthy role models, guiding the children through their daily work (preparing food and cleaning up, sewing, digging in the garden) and play. The foundation of literacy is play and speech, and imaginative play, stories, songs, verses, and games fill the day. Reverence and wonder for the world around them fill the young child, and help create an eagerness for more formal learning, which begins in grade one. The students in the grade school, grades one through eight, are guided by their class teacher who brings a daily two-hour morning lesson of the academic subjects including language arts, math, social studies, history, geography, and the sciences. The students' day is rounded out with subject lessons taught by special subjects teachers. These lessons include Japanese, Spanish, music, games and P.E., hula, gardening, painting, drawing, sculpture, knitting, sewing, wood working.

The Honolulu Waldorf School high school is dedicated to helping students develop their full potential as scholars, artists, athletes, and community members. The course of study includes a humanities curriculum that integrates science, history, literature, and knowledge of world cultures.

### **Early Childhood**

The Parent/Child program supports the wonders and exploration of the first years of life in a warm, nurturing and lively atmosphere. Together we explore the joys and challenges of raising and caring for a young child.

Participants meet once a week - Monday, Thursday or Friday morning - in quarterly sessions. This is an opportunity for young children and their parents or guardians to experience the rhythms of a Waldorf Early Childhood morning.

In the inviting environment of a Waldorf classroom, parents engage in home-like activities or make simple crafts while their children help them or play nearby. Circle and story time reflect

the world of nature and seasonal festivals. Parents have an opportunity to share parenting skills and concerns in discussion with an experienced Early Childhood teacher.

### **Nursery**

The Nursery provides young children with the same loving, homelike environment as the Preschool/Kindergarten. Children enjoy snack, songs, stories, and puppet plays, and lots of indoor and outdoor play. The Nursery program is a gentle introduction to school and is a transition in the Preschool/Kindergarten when the child's age is appropriate.

The Nursery program is designed for 2½- to 3½-year olds, and is taught by a Waldorf-trained teacher and assistant. Children in diapers are welcome. Parents are required to help in the classroom once each month. The Nursery program offers three or five days a week enrollment from 8:00 - noon with an option till 2:45 p.m.

### **Preschool/Kindergarten**

In the Preschool/Kindergarten the young child is an open and impressionable being whose vulnerability requires a loving, safe, and nurturing environment. The Waldorf Preschool/Kindergarten is just such a haven, a place where children grow and flourish, protected from the complex, often chaotic, forces of the hectic world. Here, the early childhood years are seen as a time of joy and exuberance, when the children's social, emotional, creative, and physical needs are nurtured and developed through cheerful activity and positive example. This is the time to strengthen in our children those qualities of imagination, curiosity, and love and respect for all life that will sustain them throughout their lives.

In the Preschool/Kindergarten, each class is a blend of children from three to six years old, whose varying ages and personalities create brotherly and sisterly relationships among them. In the classroom as in a home, the children work alongside the teacher in the many activities of preparing for festivals, cooking and baking bread, working in the garden, preparing snack, cleaning up, and playing with caring for one another.

Creative activities are always a part of the weekly rhythm and introduce the children to a variety of artistic and imaginative experiences. These include watercolor painting, making toys, drawing, modeling with beeswax, stitchery, singing, music, and creative movement. Other craft activities center on special holidays and celebrations. All these activities help develop in the children capacities such as focus, concentration, intellectual flexibility, hand-eye coordination, and small-muscle skills that are essential to their later academic work.

The ample opportunities for free play, both indoors and out, each day are balanced by more structured group activities. In circle time, songs, finger plays, verses, and imaginative games are learned and enjoyed. Stories memorized and told by the teacher enable the children to be inwardly active as they create their own pictures in response.

Play is essential to the child's healthy development. Creative play is the way in which the child gets to know the world; it is the "work" of early childhood. Through play, the child strengthens the capacities needed for the future - physical, social, moral, and intellectual skills and abilities. The Preschool/Kindergarten provides a variety of simple, natural toys, and indoors and outdoors settings to spark individual and group play and aid in the development of many skills. Acquiring these skills gradually builds a foundation for future social responsibility and self confidence. Yet even as the children explore new and exciting activities, the reassuring routines of the Preschool/Kindergarten provide a strong, stable framework and rhythm to guide the child harmoniously through the day, the week, and the seasons.

### **Grades 1 - 8**

Waldorf education is noted for its detailed, richly artistic curriculum that recognizes the developmental stage of children in each grade, mirroring the inner transformation of the child from year to year. The students can relate this age-appropriate content to their own experiences, and therefore become interested and engaged in their own education.

The students in the grade school, grades one through eight, are guided by their class teacher who brings a daily two-hour morning lesson of the academic subjects, including language

arts, math, social studies, history, geography, and the sciences. The students' day is rounded out with subject lessons taught by special subjects teachers. These lessons include Japanese, Spanish, music, games and P.E., hula, folk dancing, gardening, painting, drawing, sculpture, knitting, sewing, and wood working. Every subject contributes to the development of a well-balanced individual.

Every morning, the class teacher greets each child individually with a handshake, and the two-hour morning lesson begins. This main lesson is a concentrated period where a subject is studied in depth for a three to five week period, allowing the students and teacher to become immersed in the material. Time is given for projects, individual and group work, artistic activities, field trips, and deep exploration and discussion.

The main lesson content is taught through the teacher's imaginative descriptions and storytelling, calling on each child's ability to create an inner picture to develop a relationship with the subject. The story curriculum speaks to each age: in first grade, the fairy tales and nature stories are "soul milk" to the new grade school child, while in eighth grade, the revolutionary ideas of John Adams and Ben Franklin, and the struggles of Nelson Mandela and Mahatma Gandhi appeal to the young adolescent.

Students also learn through active doing and movement. In the younger grades, children practice their multiplication tables by clapping, stomping, and jumping rope, and in the older grades students may learn the bones in the human body by a movement exercise or discover the laws of mechanics by lifting a classmate in the air with a system of pulleys and ropes.

### **Music**

Music permeates the main lesson, and singing and recorder playing fills our central courtyard every morning as music wafts out of each classroom. There are also subject classes in music. First and second graders sing and play recorder in their special music classes. String instruments are introduced in third grade, and in sixth grade students may choose to continue with their stringed instrument or begin with a band instrument. Classes in choral singing begin in fourth grade and continue throughout the grades.

**Art**

Art fills the school day as well, with drawing, painting, sculpting with clay or beeswax, in main lesson as well as in art classes. Students learn the language of color through watercolor painting, and develop their skill in drawing through frequent practice and their books and classroom walls are filled with the students' imaginative illustrations.

**Science**

Science has its beginnings in the early childhood, where children are exposed to the natural world, developing a loving relationship to the world around them. The science curriculum is observation and experiential, where students are asked to first observe scientific phenomena, and out of the observations, come to an understanding of the concept and scientific laws surrounding the phenomena. This encourages a true interest in and love for nature and scientific inquiry.

**Mathematics**

Mathematics is taught both actively and artistically, with students in the early years developing their relationship with numbers. From the four arithmetic operations of addition, subtraction, multiplication, and division in the early grades through fractions, decimals, percents, and algebra, students see how math occurs in their daily life. The harmony and beauty of mathematics is seen in the numbers themselves, and also in the beautiful geometric forms that students create, from simple free hand forms to complicated constructions with compass and straight edge, and the creation of three-dimensional platonic solids.

**History**

The curriculum awakens in the child an appreciation and respect for cultural origins and historic foundations as the students learn about the world, its peoples and their cultures. Through their study of geography, students learn how human beings make a place their home, and with stories, map making, studies of natural history and geography, a connection is made with all of earth's inhabitants. History takes the students to ancient cultures, and through the stories of the people and individuals in history, helps the children to relate to their place in history.

## **Literacy**

Literacy is approached first through the spoken word. The richness and beauty of the language is presented through the teacher's storytelling, and also through the students' recitation of verses and poems. Each class participates in drama and performs a class play that comes from the curriculum content.

## **Foreign Language**

Foreign languages begin in first grade, and students in grades one through six have one five language periods a week, taught in alternating four week blocks of Spanish and Japanese. Seventh and eighth grade students choose one language that meets four times per week, and are placed in either the beginning or advanced level. Students begin their study of foreign languages through songs and poetry, and learn about customs and life styles of Japan and the Spanish speaking countries.

## **Practical Arts and Movement**

Learning is strengthened and supported through doing experience, and students engage in practical activities throughout the school week. All students, beginning in first grade, participated in handwork classes, knitting, crocheting, cross-stitching, and sewing. Woodwork classes begin in sixth grade, where students carve bowls, spoons, and make boxes. In gardening classes, students work the soil, compost, cultivate plants, and learn about native plants and caring for their school grounds. Students, in grades 7 through 8, for the applied arts block; woodworking and sewing, walk throughout the school year to the high school campus with their class teacher.

We recognize the importance of movement to learning, and children participate in games classes that become P.E. movement education classes in the upper grades. Children learn to play cooperative games in the early grades, learning important life lessons of taking turns, encouraging others, and trying one's best. The games are taught through imaginative stories, and the children live into the movement, and at the same time are learning valuable skills such as balance and perceiving their bodies in space, that are essential for healthy learning. Our students learn circus arts beginning in fourth grade, and the playing field is often populated by children on unicycles or stilts. Skills and rules for playing sports are practiced beginning in fifth grade, and students are able to play

together, and are encouraged to develop their physical bodies for life-long movement and health. Students also dance hula. Movement is also integrated into the morning lessons and language classes.

Eurythmy, is a movement art developed by Rudolf Steiner, and is taught many of the grades. As a movement art eurythmy brings the essence of music and language to visible manifestation. We not only hear the words and music, but they become visible to our eyes. Through deliberate, sculptured gestures sounds take a physical form. Eurythmy is not interpretive of music and poetry. It is a true sound of singing through the body as an instrument.

### **Grades 9 - 12**

The Honolulu Waldorf High School offers a rigorous and challenging program that integrates the arts, humanities, and sciences. Based on Rudolf Steiner's insights into the needs of the developing adolescent, the curriculum balances the academic, artistic, practical and social needs of each student. Whenever possible, experience of the phenomena itself is the starting point; original sources rather than textbooks are preferred for study in the Humanities, and direct observation in the sciences. From there a theoretical understanding is developed, thereby fostering a personal and meaningful relationship with knowledge.

#### **Main Lesson**

The Main Lesson is the cornerstone of our curriculum. Main Lessons range from three to five weeks in length. The two-hour class time allows for an in-depth study of a particular subject. For each grade there are ten or eleven blocks in Humanities, Math, Social Studies, and Sciences in the academic year.

#### **Skills Classes**

Skills classes are year-long or semester-long courses in English, Mathematics, Foreign Language (Japanese or Spanish), Movement, and Electives. Many of the skills classes are designed to reinforce the concepts studied in main lessons.

#### **Art Lessons**

In art classes, including fine arts, practical arts, and music, students are challenged to balance their intellectual, aesthetic

and practical capacities, which ultimately sharpens their powers of observation and judgment. Some of the arts lessons are painting, drawing, clay sculpture, woodworking, metal work, bookbinding, and Hawaiian crafts. Hula, Hawaiian culture and crafts are among the practical crafts that are offered. Students develop practical skills and forge artistic sensibilities through focused practice in all these various arts.

### **Senior Projects**

All seniors are required to complete a senior project that demonstrates their academic, artistic, or practical expertise in a subject of personal interest. Students write a paper based on extensive academic and personal research, create an artistic or practical representation of their work, and share the fruits of this work through an oral presentation and visual display during Senior Project Presentation Week. All parents and friends of the Honolulu Waldorf School are warmly invited to attend the project presentations.

### **Festivals**

Festivals are an important part of the life of our school. Please read Chapter 12, Festivals of the Year.

## Chapter 2 – School Structure

(Beginning 2011-12 school year)

The Honolulu Waldorf School has revised its organizational structure so that it will better serve the community of children, teachers, parents and friends. Our intention is to empower and clarify the roles of small groups in their work and decision-making in various areas of the school operation. To ensure a smooth transition, current membership on mandate groups will continue into this school year, with a protocol developed during this year for selection of membership on groups for the future.

### Please note the following:

#### **Glossary of terms or groups identified in this handbook**

*Pedagogical:* The aspect of the school related to the art and profession of teaching

*Mandate:* The person or group to which an area of responsibility is assigned. Each person or group is empowered to make recommendations and decisions, and each mandate has a clear job description.

*Faculty:* all teachers and administrative staff members.

*Collegium:* all full time teachers and administrative staff members; may also be half-time teachers who are playing a leadership role in the school.

*Self-Governed Organization:* Through shared responsibility and collaboration, the school is governed and administered by qualified individuals and groups, trained in Waldorf education and organizational leadership, supported by qualified volunteer board members intimately connected to the school community. This term was initiated as a response to government incursion in educational philosophy and operation.

*Anthroposophy:* The term 'anthroposophy' was created by Rudolf Steiner (a 20<sup>th</sup> century philosopher and scientist) to describe the study of the inner wisdom residing in each human being. Central to Waldorf Education is Steiner's view of child development and the recognition of the human being as an individual composed of body, soul, and spirit.

Rudolf Steiner's life and work has made significant contributions to social and cultural life, including the arts and sciences, medicine, biodynamic agriculture and education.

**Anthroposophy forms the basis of the teaching methods used in Waldorf Schools. It is not taught to the students, although in the final weeks of high school seniors have a scheduled period of time when they review their years in the school and have an opportunity to ask questions about the philosophical foundations of the school.**

### **School Organization**

The Honolulu Waldorf School is a self-governed organization. The full-time faculty members comprise the Collegium, responsible for the philosophical, educational and future vision of the school through study and discussion. Each faculty member has the opportunity to be responsible for an aspect of pedagogical or business administration, depending on his/her qualifications and time. In addition, each department, High School, Lower School and Early Childhood, works to strengthen its particular focus through child study and curriculum development. The Administrative Staff supports the work of the teachers through its work on admissions, communication, financial management, financial development, facilities management, technology, and management. The Collegium partners with the Board of Trustees, which is responsible for the corporate functioning of the school. It also is responsible for legal and financial matters, strategic planning, and fund development. Day to day operation and decision making is entrusted to the Leadership Team, made up of the Collegium Chair, Administrative Director, High School Chair, Lower School Chair, and Early Childhood Chair. Additional members may be asked to join the Leadership Team according to the needs of the group and school. Small groups are mandated to implement major areas of responsibility, including, but not limited to, curriculum development, hiring, mentoring, evaluation, and when necessary, dismissal of teachers and administrative staff members.

## **Collegium**

Full-time faculty members comprise the Collegium and are committed to the principles of Waldorf education and the Honolulu Waldorf School. The Waldorf teacher works with each child and class using this principle as the basic foundation. Each individual teacher and administrative staff member is responsible for fulfilling his/her particular task, and in joining with colleagues in the Collegium, is responsible as part of a group for the integrity of the educational foundation of the school. The foundation holds Waldorf education as a spiritual impulse based on Anthroposophy, the name given to the science of the spirit initiated by Rudolf Steiner, the founder of Waldorf education. You will find the list and bios of all faculty members on the website at [www.honoluluwaldorf.org](http://www.honoluluwaldorf.org).

## **Departments**

While the Collegium works as a whole, there are also the parts of the whole that have their own focus as the developing child grows from Early Childhood through High School. Each department meets weekly to discuss the children, the festival life, curriculum needs, and relevant business pertaining to the department. Decisions are made as needed. The Early Childhood Department (parent/child program - age 6) is led by Cindy Sydow and meets every Tuesday from 1:30 - 3:00 p.m.; the Lower School Department is led by Donna Cadelinia and meets every Tuesday from 3:30 - 5:30 p.m.; the High School Department is led by Nicole Lueker and meets every Tuesday from 3:30 - 5:30 p.m.

## **Core Group**

To ensure the integrity of the spiritual and pedagogical foundations of the school, a group has been established to prepare and facilitate the study and deepening of the Collegium work at its weekly meeting. Core Group members for the 2011-12 school year are: **Lynn Aaberg, Antoinette Denardis, Roberta Ducharme, Bibiana Potter, and Andrew Starzynski**

## **Leadership Team**

The Leadership Team is the executive committee of the Collegium and is charged with the day-to-day leadership and management of school operations, to ensure healthy

communication between departments, faculty members and the parent community. **The Leadership Team affirms the decisions of the mandate groups and makes other decisions as needed.** Its leadership policies are informed by the work of the Collegium and mandate groups and implements business policies set by the Board of Trustees. Leadership Team members for the 2011-12 school year are: **Greg Stock, Collegium Chair; Connie Stokes, Administrative Director; Nicole Lueker, High School Chair; Donna Cadelinia, Lower School Chair; Cindy Sydow, Early Childhood Chair.**

#### **Administrative Staff Members**

Administrative Staff Members function in vital roles of support for the Collegium, parents, and Board of Trustees. Administrators see to the details of the daily running of the school so that students can learn, teachers can teach, and parents and Board members can be assured that the school is functioning well. The administrative staff members are present and accessible at each campus. The Administrative Staff is led by Connie Stokes, Administrative Director. Administrative Staff Members are: **Arleen Kohnke, Director of Admissions; Laurie Lee, Director of Communications; Angie Golis-Yamamoto, Director of Development; Astrid Tommasino, Administrative Assistant at the Niu campus; Mary Miller, Administrative Assistant at the Makai campus, Judy Journeay, Registrar and Data Base Manager.** Part-time staff members in our finance office include Annalisa Stone and Eric Watanabe.

#### **Mandate Groups**

Mandate Groups are given the responsibility to make decisions in the areas assigned. **All decisions are affirmed by the Leadership Team.**

#### **Mandate Groups include, and are not limited to:**

**Personal Committee-** Nicole Lueker, Donna Cadelinia, Geri Ihara, Connie Stokes

**Professional Development**—Ikuko Nishimoto, Bonnie Ozaki-James

**Festivals**—Cindy Sydow, Peter Della Croce, Judy Journeay, Evelyn Anthony

**Accreditation** for 2011-12—Roberta Ducharme, Frances Altwies, Connie Stokes, Cassandra Rodgers (Community Member)

**Outreach and Development**—Arleen Kohnke, Laurie Lee, Angie Golis-Yamamoto, Frances Altwies

**Buildings and Grounds**—Lynn Liverton, Greg Stock, Jennifer Kaneshiro

### **Board of Trustees**

The **Board of Trustees** is the legal entity of the school and is responsible for financial and legal matters; it oversees the corporate functioning of the school. The board consists of parents, faculty, and community members who are committed to the school's mission and vision. The Board works closely with the Leadership Team and the Collegium to set long range goals for the school. The Board of Trustees is led by **Chris Hochuli, Board President. Members of the Board of Trustees for fiscal year 2011-12 are: Jeff Benz, Vice-President, Bonnie Ozaki-James, Secretary; Dick Oshima, Treasurer; Frances Altwies, Charles Au, Greg Stock, Jeff White, Jack Burke, and Connie Stokes.** You will soon find bios of each board member on our website.

## **Chapter 3 – Communication and Community**

Email is the preferred method of communication. Clear communication is vital to our school. All Honolulu Waldorf School board members, administrative staff, and faculty use email as an effective means of communication for school business. It has become the preferred mode of communication for all classes to obtain and provide information for class and school events.

### **Veracross (School's Data Base)**

Please make sure your email address is correct in Veracross, the school's database. The address is [www.veracross.com/hws](http://www.veracross.com/hws). You'll need to enter your personal user name and password to log on. If you are not accessible by email, do let your Class Teacher and your Class Parent know.

### **NewsNotes**

NewsNotes is our monthly newsletter that is emailed to all Honolulu Waldorf School families at the beginning of each month. NewsNotes is also accessible on our website. Families may submit for publication news about themselves, their HWS students or graduates, as well as classified ads. The deadline for submitting materials is the 15<sup>th</sup> of the month prior to the next month's NewsNotes. Honolulu Waldorf School reserves the right to edit, omit or decline any submitted material due to length or inappropriateness. Paper copies of NewsNotes are also available at both campus offices. (email: [newsnotes@honoluluwaldorf.org](mailto:newsnotes@honoluluwaldorf.org))

### **Email Blasts**

The Honolulu Waldorf School will send out weekly email announcements to all families with reminders about all school events, class evenings, tuition and Business Office deadlines, school holidays, and any time sensitive messages. Honolulu Waldorf School recognizes that not everyone uses email. Please notify your Class Parent if you are unable to communicate by email, so other modes of communication can be arranged.

### **All School Email Policy**

Honolulu Waldorf School family emails are limited to school information and should only be used for the following purposes:

- HWS emergency information

- HWS late-breaking news
- HWS reminders of events
- HWS important deadlines
- Out of respect for this policy and fellow parents, please refrain from generating email regarding:
- Ongoing activities that are not time-sensitive
- Political activity or opinions
- Non-official school information
- Solicitations for other non-profit causes
- Commercial advertising or promotions
- Any issues specific to a class, teacher or administrator

### **Class Parents**

The Class Parent is a parent volunteer who serves as point person for his/her child's Class Teacher. Class Parents are responsible for disseminating class news and coordinating class activities, field trips, and the class's participation in school festivals and fundraisers. Class Parents welcome new families into the school and serve as a bridge between Honolulu Waldorf School and all families. Each class ideally has two Class Parents who work closely with the Class Teacher or Sponsor (High School) and administrative staff. Class Parents meet as a group with administrative staff throughout the school year and report any important news to their classes.

### **Communication with Faculty**

In addition to their teachings and other day-to-day work with the children, the faculty and staff are responsible for the practical details of school life. These include scheduling, building maintenance, and festivals. Faculty meetings are held on a weekly basis for faculty to study together and share the insights, challenges, and rewards of working with the children.

Faculty members want to be in communication with parents concerning their children. Please call the school to leave a message and the teacher will return your call. Each class teacher and high school sponsor will inform you during class meetings or by letter the times he/she is available by phone. If you have an all-school issue, you may contact the chairperson of

the appropriate level, the College Chair, or the Administrative Director for a conversation.

A complete alphabetical list of faculty and staff members is located in this roster. See Faculty Organizations in the table of contents.

### **Staff and Faculty Mailboxes**

All staff and faculty have mailboxes. If you wish to leave a note or item for a staff or faculty member, please leave it with the administrative assistant in the office and it will be delivered to the proper mailbox.

### **School Bulletin Boards**

HWS has three main bulletin boards on the Niu campus. The bulletin boards outside the administrative office and in the Grades courtyard are strictly for school business. The bulletin board near The Enchanted Forest may be used to post community events, business advertisements and other flyers. Such material must be approved by the administrative office prior to posting. All such postings will be removed after the event occurs, or after 30 days.

### **Honolulu Waldorf School Website**

Here you will find the school calendar, all school news and events, admission, curriculum, development, and alumni information. The address is: [www.honoluluwaldorf.org](http://www.honoluluwaldorf.org)

### **Community**

Throughout the year there are many opportunities to learn more about the Honolulu Waldorf School and Waldorf education. You are encouraged to volunteer, attend assemblies, class plays, and orientations; to take an adult education course or curriculum workshop; to attend class meetings, lectures, and presentations; or to read books on Waldorf education. Books available for purchase in The Enchanted Forest store, or available for parents to loan from the Parent Library located in the front office at the Niu campus. Teachers and staff are also available to answer questions about the school and its philosophy.

### **Class Evenings**

Class evenings are scheduled throughout the school year, and are typically held at night, in the classroom. The meetings afford

parents the opportunity both to hear from the teacher about how the curriculum is unfolding and a chance to look at the children's main lesson books. Parents will learn about their child's classroom experience, and, if relevant, participate in an activity from the curriculum with which the children themselves are currently engaged. Attendance at these evenings is expected of all parents in the school.

### **Adult Education**

Classes on child development, movement, and art and many other classes are offered by Kula Makua, our teacher training program. This is a good way for parents to learn more about the practices and principles that stand behind Waldorf education.

### **Waldorf 101**

Waldorf 101 is a series of free classes for parents that provides an overview of Rudolf Steiner's life and work, and explores aspects of the curriculum from Early Childhood through High School.

### **Kula Makua**

#### **Honolulu Waldorf School's Adult Education and Teacher Training Institute**

Kula Makua offers a two-year program leading to a Waldorf teaching certificate. This training may also be undertaken on a part-time basis. Parents wishing to gain a deeper understanding of their children's Waldorf education while experiencing personal growth as well are also welcome to join Kula Makua classes. Study groups offering insight into the principles behind Waldorf education and an array of enriching artistic classes are open to all parents and to the general public.

If you would like more information the email is [waldorftraining@gmail.com](mailto:waldorftraining@gmail.com) or contact Catherine Carter Dwyer at 366-4725. You can also find us on the web at [www.kulamakua.org](http://www.kulamakua.org).

### **The Enchanted Forest**

The school store, located on the Niu campus, offers a variety of Waldorf-inspired toys, books, games, art supplies and gifts. Everything that is sold is lovingly hand-picked and beautifully made. The store has grown to be a lively place for parents to

chat and socialize. Store hours are 7:30-9:00 a.m. and 2:00-3:30 p.m. daily. The phone number is 377-8844 and email is [enchantedforest@honoluluwaldorf.org](mailto:enchantedforest@honoluluwaldorf.org).

### **Volunteering**

Our school community is amazingly rich in the diversity of backgrounds and talents found among the parent body. Everyone has gifts to offer: for some it may be time and energy; for others it is expertise in a given field, professional resources, or financial support. All forms of contribution from within the school community are vital to our long-term growth, and provide the school with the means to realize its present and future goals beyond what a fixed budget can allow.

The benefit of parent volunteers is increased only by the diversity of families participating, and we urge each family to consider the areas on the Volunteer Form where they might enjoy being of service to the school. Feedback from parent volunteers is an essential part of the school's dialogue with Class Parents to measure the efficacy and success of various volunteer efforts, including our fundraising events.

## **Chapter 4 – Early Childhood Programs**

Honolulu Waldorf School offers three programs for Early Childhood: Parent/Child, Nursery and a mixed-age Preschool/Kindergarten.

### **Parent/Child Program: ‘Ōhi‘a Lehua**

The Parent/Child Program meets once a week, Monday through Friday mornings, in quarterly sessions. It is an opportunity for young children and their parents or guardians to experience the rhythms of a Waldorf Early Childhood morning.

In the inviting environment of a Waldorf classroom, parents engage in home-like activities or make simple crafts while their children help them or play nearby. Circle and story time reflect the world of nature and seasonal festivals. Parents have an opportunity to share parenting skills and concerns in discussion with an experienced Early Childhood teacher.

The Parent/Child Program runs for a period of two hours a session.

### **Daily Schedule**

Will include: arrival and sign in, circle time, snack, outdoor play and saying goodbye.

### **Parent Role**

Children learn by seeing and imitating. When children see adults actively engaged in meaningful work, they learn the dignity of work and the wonder of transformation. This provides them with substance for imaginative play. Children often become unsettled and may become clingy when adults stand around and just talk. Therefore, adults should plan to engage in some meaningful work in the classroom; this may include simple cleaning chores or a craft activity. Outside the classroom, it may be sweeping the walk, pulling weeds, or raking leaves. This way, the children are free to explore or, if they choose, work alongside an adult.

During your mornings attending the Parent Child Program, please feel free to ask questions and socialize, while at the same time participating in active work. Please avoid bringing your child’s playthings from home, and also refrain from discussing distressing topics.

## **Other Details**

Clean Up: We sing a clean up song as we begin to put things away. Rather than prodding the children to help, let them participate (or not) while remaining playful. We try to put things away with care and imagination. For example, “The balls are tired and need a rest,” or “I’m a mouse gathering beans.”

Snack Time: After washing hands, we begin with a short blessing. Oatmeal or brown rice and fruit are served to all. A few parents clean up while the others join the children.

Circle Time: Our goal is to have each child sit with their parents quietly (possibly on a lap) during circle time. It is clear that some children will not be able to do this; they may wander away, but they will eventually want to sit in circle and participate.

Discipline and Safety: All adults need to watch out for the safety and well being of all the children in our care. Guidance should be gentle. Children can often work out differences themselves, if we give them a chance. Many times diversion and attention can solve a problem. Ritual can be a powerful tool to help children share. For example, “When I say ding-dong, it will be her turn.” Modeling might be successful as well, “This is how we hammer safely.” When necessary, bring the teacher’s attention to the situation. Parents are ultimately responsible for their child during class. Please try to be aware of what your child is doing at all times. The teacher will be available for guidance and support as needed. Parents as well as children need to feel “safe” in order to take the risks that are necessary to grow and learn. Please make every effort not to judge each other, especially based on parenting choices or on children’s behavior. When differences of opinion arise, as they inevitably will, respect and consideration are appreciated.

## **Nursery: Kukui**

The Kukui Class is often the first transition from home to school for children between 2.5 to 3.9 years old. The children’s natural feelings of wonder and trust are nurtured in many ways, creating an openness toward life and learning. Bread baking, painting, songs and games, and plenty of imaginative play all enrich the young child’s growing years and the daily, weekly and seasonal rhythms create a necessary bridge from home to school.

## Daily Schedule

7:30 - 8:30	Arrival / Sign-In
8:30	Outdoor Play
10:00	Circle / Snack
10:30	Inside Play
11:15	Story / Puppet Play
11:30	Lunch
12:00	Dismissal for half day students
12:00 - 2:00	Nap for full day students
2:00	Outdoor Play
2:45	Dismissal for full day students

There is no after school care program for the Kukui class.

## Arrival and Dismissal

An adult must accompany each child to the classroom. Please sign your child in on the class attendance sheet. Gates open at 7:30 a.m.; there is no supervision before this time.

For 12:00 p.m. dismissal children will be brought out of the classroom. For 2:45 p.m. dismissal the children will be on the lanai. Please be punctual in picking up your child at 12:00 p.m. or 2:45 p.m.

## Snack

We serve a nutritious (organic whenever possible) mid-morning snack.

### Our daily snack schedule is:

Monday:	Brown rice, fresh fruit
Tuesday:	Oatmeal with raisins, fresh fruit
Wednesday:	Quinoa, barley, fresh fruit
Thursday:	Brown rice, fresh fruit
Friday:	Whole wheat bread, cheese, and fresh fruit

## Parent Help in the Classroom

An important part of the Nursery program is the requirement that a family member help in the classroom once a month. By participating in the classroom, parents can observe their child, obtain a deeper understanding of how young children learn, and become more familiar with the Waldorf curriculum.

## **Pre-School/Kindergarten: Koa, Milo, Kamani**

In the mixed-age Pre-school/Kindergarten children begin to develop the capacity for creative thinking, problem solving abilities and social skills through their free imaginative play.

Hearing stories told aloud and watching puppet plays cultivate the imagination and strengthen the ability to listen and concentrate. Songs and nursery rhymes inspire a love of language and of music. Preparing snacks together and cleaning up afterwards encourage cooperation and a sense of responsibility. Perhaps most importantly, free imaginative play continues to enhance developing the mental, emotional and physical capacities that inspire interest in the world and confidence in one's self.

### **Daily Schedule**

8:00	All children must be present
8:30	Circle
9:00	Morning activities, inside play
10:00	Snack
10:30	Outside play
11:40	Story
12:00	Dismissal/lunch

Half-day pickup is at 12:00 noon

Full-day pickup is at 2:45 p.m.

Afterschool Program: Pickup by 5:30 p.m.

### **Arrival and Dismissal**

All Koa, Milo, and Kamani children must be accompanied to the classroom by an adult. Gates open at 7:30 a.m.; there is no supervision before this time. For safety reasons, all children must be under adult supervision while waiting at the gate.

Please have your preschool children in school by 8:00 a.m.

Please be punctual in picking up your child at 12:00 noon or 2:45 p.m.

### **Snack**

The Koa, Milo, and Kamani classes serve a nutritious mid-morning snack that is organic whenever possible.

Our daily snack schedule is:

Monday: Brown rice, fresh fruit

Tuesday: Oatmeal with raisins, fresh fruit

Wednesday: Fruit salad or grains.

*Note:* During the winter months, Wednesday becomes Soup Day and children are invited to bring a vegetable from home

Thursday: Millet, fresh fruit

Friday: Homemade Whole wheat bread, cheese, and fruit

**Important General Information for all  
Early Childhood Classes**

Here are some additional details that will help you prepare for a fun, nurturing school day for you and your child:

**Home, Rhythm and Media Exposure**

Young children are deeply immersed in their immediate surroundings. Rhythms and routines are of great importance in establishing a sense of security and trust. Healthy rhythms include waking children gently with a regular morning song or verse, providing breakfast before coming to school, and giving a bedtime story and verse in the evening. These rhythms in the child's life support the work of the teacher in providing a nurturing environment during the day and help lay the foundation for capacities needed in the grade school years and beyond. The Early Childhood classroom environment is one of warmth and beauty. Children's social skills are developed through creative play, their imaginative life through artistic activities and storytelling, and their motor skills through games, singing and movement. These educational goals are put at risk by technology for which the young child is not ready. With this in mind, the Honolulu Waldorf School stands firmly against children's exposure to television and other electronic media.

The noticeable effects of television and video games are; shortened attention span, reduced perseverance, and inability to concentrate - a weakened capacity to learn and often the disruption of the social life of the group. Young children are vulnerable to their surroundings and do not have the capacity to judge the reality of the images presented on television or in computer games. The Early Childhood curriculum encourages

the child's natural creativity and imagination by providing time and materials for imaginative play, drawing, painting, music, and storytelling. These activities can be encouraged at home. Networking with other families can also provide support. Please speak to your teacher for alternatives to the use of media.

### **Class Evenings**

During the year you are expected to attend four scheduled class parent evenings, where you will hear about the daily events in your child's class. This is a time for you to ask questions concerning the Waldorf curriculum. These questions can inspire lively conversations and discussions between parents and teachers. We encourage you to make your childcare arrangements in advance in order to attend these important evenings.

### **Parent/Teacher Conferences**

In addition, you will meet with your child's teacher for parent/teacher conferences. Here you can discuss your child's progress in the group and his/her individual strengths and challenges.

### **Bridges between School and Home**

Your child's social interaction continues outside the early childhood environment through play dates, birthday parties, and family gatherings. We encourage these as ways of networking. Nurturing friendships among schoolmates and their parents can help to create a neighborhood feeling in our school community.

### **Clothes**

Children should be clean, combed, and dressed in clothes in good repair and suitable for active play. Please avoid picture, cartoon, or message t-shirts. Slippers, sandals or shoes are acceptable. Each child should bring a change of clothes which is kept in individual child's cubbyhole. If your child is in the Kukui class and he/she is not toilet trained then extra diapers or pull-ups will need to be provided. All clothing, shoes, slippers, and underwear should be labeled.

### **Toys from Home**

The toys in our classrooms are made simply and by hand to enhance particular aspects of the developmental stages of the child. Please keep privately owned toys at home. Children may, however, bring one special item to sleep with, such as a soft, small toy for naptime.

### **Early Childhood - Health Requirements**

All children enrolled in the Early Childhood are required by the State of Hawaii to have a certificate of Tuberculosis (TB) examination, issued within 12 months before first attendance at school in Hawaii, and a complete and up-to-date record of physical examination by a practitioner (Health Form 14) on file before being admitted to school. The records are due in the school office by August 1. Parents have the option to request immunization exemption. The exemption forms are available from the school office.

### **Sick Children**

We all need to work together to keep our Early Childhood a healthy environment. If your child is listless or tired, it is best to keep the child resting at home. Children do not do well in a social situation if they are feeling poorly. If your child complains of not feeling well, has a sore throat, is coughing, congested, dizzy, or has a stomachache or runny nose, please keep him/her at home. The Kindergarten is not staffed or equipped to care for sick children. If your child has a fever or has vomited in the morning, he/she should stay home. A child with a fever should stay home for twenty-four hours after the fever has broken (without the use of medication like Tylenol) to allow time for recovery.

## Chapter 5 — Enrollment and Tuition Policies

### Enrollment

The *Intent to Re-enroll* form is sent out in February for the following school year for returning families. After the *Intent to Re-enroll* forms are received by the school, an *Enrollment Agreement* is sent out in mid-May to parents of registered students in good financial and academic standing. The initialed, signed and dated *Enrollment Agreement* is due June 1. A student becomes enrolled when the *Enrollment Agreement* and the Information Verification and Release form is received by the Admissions Office. The non-refundable Supply Fee is assessed through your SMART Tuition account.

SMART Tuition is a third party accounts receivable management company for the collection of tuition and fees. SMART Tuition receives your payments, processes them and deposits the funds into your school's bank account. The secure website and 24/7 parent help center are available to families that have questions about their tuition payment plans at 1-888-868-8828 or [parents@smarttuition.com](mailto:parents@smarttuition.com)

New families accepted prior to the last day of school are mailed an *Intent to Enroll* form with their acceptance letters, and the form must be initialed, signed, and returned to the Admissions Office with a non-refundable tuition deposit to reserve their child's space in class. An Enrollment Agreement is then mailed out. The initialed, signed and dated *Enrollment Agreement* is due June 1. A student becomes enrolled when the *Enrollment Agreement*, Information Verification and Release form, a current TB clearance, and a completed and current Student Health Record are received by the Admissions Office.

New students accepted after the last day of school receive the *Enrollment Agreement* with their letter of acceptance. A student becomes enrolled when the initialed, signed and dated *Enrollment Agreement*, a \$1,500 non-refundable deposit, the Information Verification and Release form, a current TB clearance, and a completed and current Student Health Record are received within 10 business days of receipt of acceptance notification.

The *Enrollment Agreement* lists several conditions whereby the school has the right to terminate the privilege of attendance: please refer directly to the agreement for that information.

### **Tuition and Fee Policies**

The current Tuition and Fees Schedule for Early Childhood through Grade 12 are available in the office and on our website. Tuition and most applicable fees are payable through SMART Tuition starting July 1, 2011, and are automatically deducted via checking/savings account or credit card (American Express, MasterCard, and Discover). Payment of tuition and fees must be made in accordance with one of the following payment options:

- **FULL PAYMENT:** Tuition and all fees are payable in advance and in a single installment due on or before July 1. For new students enrolling after the current school year ends, the payment deadline is 30 days after the effective enrollment date.
- **SEMESTER PAYMENTS:** Tuition is payable in two installments: 50% of tuition along with all nonrefundable fees is due on or before July 1; the balance of the tuition is due on or before December 1. This option is not available if enrolling after October 30; only full or monthly payments options are available.
- **MONTHLY PAYMENTS:** Tuition is payable in monthly installments on the 1<sup>st</sup> of the month, automatically deducted from a credit card or your checking/savings account on the 5<sup>th</sup> or 20<sup>th</sup> of the month. This option includes a \$100 administrative fee per SMART Tuition account and/or *Enrollment Agreement*. This fee and all other nonrefundable fees are included in the first payment due.

Returning families as well as new families accepted prior to the last day of school are billed in June with payments to begin in July. Please refer to the Tuition and Fees Schedule for details of the different fees.

Tuition and School Fees are set by Board of Trustees and are subject to annual review. The obligation to pay the tuition and fees for the full academic year or a portion thereof is unconditional. The obligation to pay tuition for returning families becomes void if a written notification of withdrawal is

received by the Director of Admissions prior to June 30. After June 30, no portion of tuition and fees paid or outstanding will be refunded or cancelled in the event of absence, withdrawal, or dismissal of student.

For entrants enrolling after July 1, 2011 your tuition obligation for the 2011/12 academic year will be void if the written notification of withdrawal is received up to five business days prior to the Student's enrollment date as indicated on the *Enrollment Agreement*.

### **Supply Fees**

Supply fees help to cover the cost of most of the curricular related materials used , including excursions. The Supply Fee is due in full by June 1. This fee is nonrefundable and will not be prorated regardless of enrollment date. For students enrolling after the end of the current school year, the supply fee is included as a part of the required nonrefundable deposit and is due ten business days after receipt of acceptance by the school.

Class Trip Fees: The Grade Eight class trip is not prorated regardless of enrollment date as set forth in the Tuition and Fee Schedule 2011/12, and is nonrefundable.

Please refer to the Curriculum section for class trip fees for Grades Four, Five, Six, and Seven.

Service Learning Class Trip Fee: The fee for the Grades Nine, Ten, Eleven and Twelve Service Learning class trips is not prorated regardless of enrollment date as set forth in the Tuition and Fee Schedule, and is nonrefundable.

### **Afterschool Care Fee**

Afterschool Care is available for full-time Koa, Milo, and Kamani students through Grade 8 for an additional cost. Please refer to the Tuition and Fee schedule. The Afterschool Care program runs Monday through Friday, beginning at 2:45 p.m. and ending promptly at 5:30 p.m. Enrollment in the program is limited and filled on a first-come, first-served basis. Drop-in Care is available at \$30/day. Any student not picked up at 3 p.m. will be checked into Afterschool Care and the family will be assessed the \$30/day Drop-In Care fee. Please call the Niu Valley office at 377-5471 to check on daily available space, and to make arrangements for drop-in care. There will be a late pickup fee of

\$5 per each five-minute increment, or any part thereof, for each child picked up after 5:30 p.m.

### **Family Discounts**

Family discounts on tuition are applicable to younger siblings enrolled full-time in the Early Childhood through Grade 12: 10% for the second child, 15% for any additional full-time siblings.

### **Tuition Assistance**

The Tuition Assistance Committee (TAC) of the Board of Trustees services the Honolulu Waldorf School community by attempting to close the gap between the set tuition and a family's ability to pay. The TAC is responsible for granting tuition reductions based on financial need in accordance with the TAC's budget, procedures and policies. The tuition reductions help to support the economic diversity of the community and economic health of the school.

We currently use FACTS Grant & Aid Assessment for the initial determination of each family's financial need. FACTS is the largest educational financial service provider in the industry, serving schools in all 50 states. They have been in business since 1986 and specialize in working with schools like HWS.

The information you provide on the Tuition Assistance Grant Application will generate a confidential report by FACTS, which will then be sent to the TAC. The FACTS report will provide a recommended amount of assistance; however, the TAC will make the actual grant determination. The awards are made in an objective and fair manner.

**March 1** is the deadline for applications for reenrolling students to be received by FACTS Grant & Aid. New families must apply within 30 days of acceptance by the school.

Students enrolled in full-time Early Childhood through Grade 12 are eligible for tuition assistance.

Tuition Assistance applications are available only online at [www.factstuitionaid.com](http://www.factstuitionaid.com). A \$25.00 application fee will be charged.

## Tuition Assistance Process

Complete the "FACTS Grant & Aid Assessment" ([online](#)) or go to [www.factstuitionaid.com](http://www.factstuitionaid.com) to access the FACTS Tuition Management web site.

Click on "Applicant Sign In"

Go to "New Users" and set up an account.

FACTS will review and confirm all necessary documentation with the application. FACTS will change the status to "Verified." when everything is complete

TAC reviews only verified and completed applications, and awards are determined based on need, number of applications, and budget.

Families are notified of tuition assistance awards.

### **A completed application includes the following:**

**Verified** FACTS Grant & Aid application \*\*

Most recent and signed 2010 IRS 1040, W2, 1099, and all applicable schedules.

Divorce decree or any court-ordered supporting documents. BOTH parents must provide financial documentation, UNLESS the court-ordered supporting documents indicates otherwise

Most recent pay stub to verify income

Copies of any State unemployment checks

Copy of any trust documents as it applies to the financial support of the student's education

### **For Self-Employed Applicants:**

1. GE license
2. Annual summary and reconciliation submitted to State (for exceptions only)
3. 2-4 months of Owner Draws made to establish income

Copies or information about any financial aid received by siblings attending other schools

An optional letter addressed to the TAC that includes any further explanations or considerations to supplement the application

\*\* FACTS require a minimum of 10 business days to process the application **after all the necessary documentation is received.** We highly recommend that families be proactive with FACTS

regarding verification status of application. Once the application is completely processed, its status is **Verified**.

If families have any questions or concerns regarding the application or the tuition assistance process, please call 808-792-4566 or email Annalisa Stone at [astone@honoluluwaldorf.org](mailto:astone@honoluluwaldorf.org).

Tuition assistance applications are strictly confidential and are not a factor in admissions decisions. The school does not discriminate in the administration of its tuition assistance policies on the basis of race, color, gender, religion, national origin.

### **Cancellation of Enrollment, Voluntary Withdrawal, or Dismissal; Balance Due**

A written letter or email from the parent stating the effective date of the enrollment cancellation or voluntary withdrawal from the parent/guardian must be received by the Director of Admissions.

No portion of tuition, fees, charges, or payments will be refunded or cancelled in the event of a student's temporary absence from school.

If the dismissal is initiated by HWS, as outlined in the *Enrollment Agreement*, Section G: School's Right to Terminate Privilege of Attendance, all tuition and fees are due in full upon dismissal. The balance due is determined by the date of receipt of dismissal notification by the Director of Admission.

Nonrefundable deposits are not deducted from any tuition paid to date in the event of withdrawal or dismissal.

Upon withdrawal or dismissal, tuition charges are allocated on a monthly basis beginning the first day of the effective enrollment month and ending the last day of the month of withdrawal or dismissal.

Tuition obligation for the 2011-2012 academic year will be void if the written notification of withdrawal is received by the Director of Admission on or before June 30, 2011. For entrants enrolling after July 1, 2011, your tuition obligation for the 2011/12 academic year will be void if the written notification of withdrawal is received up to five business days prior to the Student's enrollment date as indicated on the Enrollment Agreement.

## **Withdrawal Fee**

The \$1,500 withdrawal fee helps to remediate the financial loss incurred by HWS as a result of a student's withdrawal.

The \$1,500 withdrawal fee applies to all students regardless of payment plan.

The \$1,500 withdrawal fee applies regardless of enrollment date.

The \$1,500 withdrawal fee is effective based on the date the written withdrawal notification is received by the Director of Admission.

If there are multiple *Enrollment Agreements* for a single student, the withdrawal fee will be allocated for each Enrollment Agreement.

A Certificate of Release (Form 211) is required when a child transfers to another school. Official grades, diploma or student work will NOT be released unless your account is paid in full prior to the last day of school. Students will not be permitted to graduate unless outstanding accounts are paid in full prior to the last day of school.

## **School's Right to Terminate Privilege of Attendance**

The Parent understands and agrees that attendance at HWS is a privilege. HWS reserves the right to deny admittance, suspend, expel, request withdrawal of, dismiss and/or exclude the Student from HWS and/or from any and all school-sponsored activities based upon:

Nonpayment of tuition and/or any other amounts due under the Enrollment Agreement; and/or

Student's failure to meet academic and/or behavioral standards; and/or unwillingness or failure of Student or Parent to abide by HWS standards, Code of Conduct, rules, regulations, and policies as contained in HWS Handbook, as the same may be amended from time to time; and/or

Student or Parent failure to cooperate with and be respectful of HWS Administrators, Faculty, or Staff such that a breakdown in relations occurs or the educational environment is threatened or adversely affected.

The Parent understands and agrees that the right to refuse or to terminate admittance, suspend, expel, exclude, dismiss, or request the withdrawal of Student is based solely upon the discretion of HWS.

### **Late Payments and Third Party Collection**

A \$25 fee will be assessed by HWS and/or SMART Tuition for all returned checks.

Requests for extension should be made in writing or by email to the Finance Office.

SMART Tuition will assess a \$30 follow-up fee for all late payments.

The school has the right to pursue legal action for collection of all school tuition and fees due and the Undersigned is responsible for all costs of collection, including agency, court expenses, and/or reasonable attorneys' fees incurred in the collection of the amount owed to the school.

## Chapter 6 – Behavioral Guidelines & Procedures

### Code of Conduct and Discipline Policies

Honolulu Waldorf School provides a wholesome, stimulating environment in which all students are able to learn joyfully and to reach their fullest potential.

#### Conduct

HWS expects all community members to treat one another with respect and courtesy, thus allowing the children to unfold and blossom as secure, caring, self-confident and independent human beings.

HWS asks each parent to review these basic reminders with his/her child:

- Be courteous in word and deed towards teachers, staff, and other students.
- Maintain orderly conduct in classrooms and on the school grounds.
- Follow directives given by teachers in class and on the school grounds.
- Respect and abide by all school rules.

The Honolulu Waldorf School expects students to speak and behave in a manner consistent with a respect and appreciation for the dignity and worth of every member of the school community and of the school itself. To this end, conduct such as, but not limited to the following is prohibited:

- Disruptive behavior
- Disrespectful or harassing behavior
- Failure to follow instructions from a faculty or staff member
- Leaving the classroom or an area of supervision without permission
- Abusive or obscene language
- Gambling
- Cheating, including giving or receiving unauthorized assistance on any test or assignment, altering test answers or grades

- Falsifying academic records; ID cards, applications; transcripts; notes to/from parents, teachers, or administrators
- Lying
- Plagiarism, i.e., submitting any written, oral, performed, or artistic work that has been copied in part or in whole from another's work without indicating the portions that were copied and giving credit to the author
- Theft, vandalism, or unauthorized use or possession of another's property
- Fighting or threatening behavior
- Promotion, possession, use, or being under the influence of alcohol or drugs at school or school-related functions or trips. Drugs include marijuana, cocaine, crystal methamphetamine, any other illegal drug, or any legal drug judged by the Administration to be used abusively.
- Possession or transportation of any weapon or firearm
- Use of tobacco products
- Words or actions that are inconsistent with this code of conduct or that compromise or threaten to compromise the health, safety, or welfare of the school or anyone in the school community will not be tolerated. Students will be held accountable for their behavior and will be subject to age-appropriate guidance and/or discipline as determined by the school.

In certain instances, there may be conduct off campus, not during school hours and unrelated to a school function, that places into question whether the student should be allowed to remain at the Honolulu Waldorf School. In those instances, the school reserves the right to take whatever action it deems necessary, including, but not limited to, expulsion.

The Honolulu Waldorf School expects parents to uphold and follow the rules, regulations, and policies as set forth in the Handbook; to set good examples for their children; to be supportive of the school; and to treat the students, faculty, administration, and staff of the school with respect.

## **Disciplinary Actions**

### **Grades 1 - 8**

Disciplinary decisions are at the sole discretion of the school's faculty and administration. Without being limited to the following, the Honolulu Waldorf School in its discretion reserves the right to impose any of these disciplinary actions for violation of the Code of Conduct:

- Student may be asked to leave the classroom
- Students in Grades 1 - 4 may be sent to the office and parents notified
- Pink Slip: Sent to parents of students in grades 1 - 4

### **Strikes: Given to students in Grades 5 - 8 (may result in):**

- School service
- Parent conference
- Individual counseling
- In-school suspension
- Mandatory study hall
- Suspension
- Expulsion or withdrawal of attendance from school

In no case will corporal punishment be utilized by teachers, administrators, or staff.

In the context of an understanding and acceptance of the school's code of conduct and policies, any student or parent who has questions or concerns regarding any action taken by the school, its faculty, or administration should discuss the matter with the faculty members or administrators involved. If the matter cannot be satisfactorily resolved, the final recourse of the student, parent, or guardian is to request a conference with the College Chairperson.

In raising questions or concerns regarding actions taken by the school, students and parents are required to conduct themselves at all times in accordance with school rules and standards of decent, respectful conduct toward others. Failure or refusal to adhere to school policy and standards of conduct constitutes

immediate grounds for the school to discipline a student or terminate the privilege of the student's attendance at the Honolulu Waldorf School.

### **Grades 9 - 12 Disciplinary Action**

Please refer to “Disciplinary Action” section of the *High School Student Handbook* for High School policies.

### **Alcohol and Drugs Policy**

Drug and underage alcohol use is illegal, and incompatible with the mission of the Honolulu Waldorf School. Our educational mission is to nurture each student’s capacity for clear thinking, sound judgment, and strength of will; the use of consciousness-altering substances hinders this development. We work to create a learning environment in which all members of our community are sufficiently engaged to follow a sober and clear-headed path. We therefore expect students, in harmony with these goals, to remain drug and alcohol-free while enrolled at the Honolulu Waldorf School. As stated in the Code of Conduct, the promotion, possession, use, or being under the influence of alcohol or drugs is strictly prohibited.

#### **Grades 1 - 8**

Any student found to be in possession of, using, distributing, or promoting alcohol, illegal or misused drugs, or drug-related paraphernalia at school or at school-related functions or trips will be suspended immediately and may be expelled.

Concerns sometimes do arise about alcohol and drug use. Students should be prepared for occasional random locker, desk, backpack, bag, and related searches. Students may be asked to take random drug tests.

### **Self Reporting and Remediation**

When a student voluntarily comes forward with a personal substance-abuse problem before any related infraction of the Alcohol and Drugs Policy has occurred, or when the faculty has information and/or concerns about a student’s possible substance-abuse problem, the school is committed to helping the student. The following steps will be taken:

- A meeting between the student and relevant faculty members is held and parents are notified if there is a

cause for concern. If deemed appropriate, a meeting of the student, her/his parents or guardian, and relevant faculty members will be held.

- At this meeting, a plan of action will be determined and agreed upon. The plan may require (but is not limited to) professional therapy, substance evaluation and counseling, and/or periodic drug testing at an approved facility, at the parents' expense. The counselor, therapist, lab, or other professionals must inform the school in a timely fashion of relevant evaluations, recommendations, and test results. Regular follow-up meetings will be held.

Unless otherwise stated, the school will expect the student to comply with all school requirements and assignments during this period. If evidence indicates that the student has not complied with the terms and conditions set by the school, further action, which may include suspension or expulsion, will be taken.

## **Disciplinary Measures**

### **Suspension**

A suspension will be followed by a conference with the student's parents or guardian and relevant faculty and/or College members. A student who has been suspended may be expelled. If not expelled, a suspended student is placed on probation and must comply with the terms and conditions set at the conference. Subsequent meetings will be held. If sufficient progress has been made, the student may be taken off probation. If not, probation may continue or the student may be expelled.

### **Expulsion**

Expulsion is the termination of the student's relationship with the school. The school will determine whether and when the student may reapply to the school.

Note to Parents: We wish to emphasize to students and parents that the use of drugs is illegal. It is also illegal for people under the age of 21 to be served alcohol. We expect parents to support the students in abstaining from the use of these substances.

Private parties are not school-sponsored activities. We request that parents or guardians who allow their children to host parties make sure that the gatherings are chaperoned to ensure that alcohol and drug use does not occur. Parents or guardians of a student hosting a get-together for her/his peers are legally responsible for all minors who attend such events.

It is also the responsibility of the parents or guardians of any of our students to satisfy themselves that any private party attended by their child is adequately supervised. If there is a doubt as to whether an event is school-sponsored, the parent or guardian should contact the school office.

### **Grades 9 - 12 Alcohol and Drug Policies**

Please refer to the *High School Student Handbook* section for Alcohol and Drug Policies.

### **Anti-Discrimination/Harassment Policy**

Every person is entitled to be treated with dignity and not to be subjected to discrimination or harassment. Discrimination means treatment that reflects prejudice or differential treatment upon a basis other than individual merit. Harassment means conduct that, whether intended or not, can reasonably be expected to annoy or bother another, e.g., derogatory names, offensive comments or "jokes," etc. The Honolulu Waldorf School prohibits discrimination and/or harassment on any basis that is protected by state and federal laws and regulations, including but not limited to race, ethnicity, gender, national origin, and religion.

The Honolulu Waldorf School will not condone or tolerate discrimination or harassment on its campus or at its school-related functions. Any person who feels that he or she is being subjected to discrimination or harassment should immediately report this to the Administrative Director, so that the matter can be investigated and appropriate action taken. Honolulu Waldorf School policy prohibits retaliation against any person who has made a complaint of discrimination or harassment, has cooperated with the investigation of a complaint, or has acted as a witness or investigator during the investigation of a complaint. Should you have any questions regarding this policy, or your obligations under this policy, contact the Administrative Director.

## Dress Code

The dress code is an outward expression of courtesy and respect that all members of the school community have for each other, themselves, and the school itself. In order to establish an atmosphere conducive to learning, we try to minimize distractions so students are better able to focus on their education rather than on commercial, political, or fashion statements.

All children should be dressed appropriately for the weather; a second shirt or jacket may be sent for rainy days. Labels are recommended for clothing that might be removed and lost.

### Early Childhood

Acceptable Attire: trousers, shorts, shirts, solid-colored and patterned shirts, HWS t-Shirts, jeans, dresses, skirts, blouses, flat shoes, sandals or slippers.

Unacceptable Attire: Platform shoes, bare midriffs, T-shirts with pictures, logos, messages. Bare midriff tops, spaghetti straps for girls.

### Lower School (Grades 1-8)

All students will wear approved HWS T-Shirts, which can be purchased at The Enchanted Forest. The shirts must fit appropriately, be in good repair, and not be altered. In cold weather, students may wear a plain T-shirt under their HWS T-shirt. Outerwear during cold weather may be plain or patterned sweaters or sweatshirts without pictures or logos. Students are expected to keep their hair neat, and students with long hair may be asked to tie it back.

Acceptable attire for all students: shorts, skorts and skirts (finger-tip length), flat shoes, closed shoes, or flat sandals with back straps. Shoes must fit comfortably yet snugly on the feet. Crocs, slippers and other shoes that may come off easily are not allowed. Socks are advised. Shoelaces must be tied. Students must wear appropriate shoes for Games and P.E. classes.

Unacceptable attire for all students including, but not limited to: Any shirt that is not an approved HWS T-shirt, tight pants, slippers, midriffs, shorts, skorts and skirts shorter than finger-tip length, front slit skirts, faded or tattered jeans, gym shorts, any clothing, including outerwear, with pictures or logos, baggy or low riding pants, Crocs, Croc-like shoes, or slippers that may

come off easily, high heels or platform heels, clothing turned inside out. Any clothing or styles deemed inappropriate for school.

#### **Grades 1 - 5**

Unacceptable Attire: Make-up, nail polish, inappropriate jewelry or body piercings with the exception of one stud-type earring per ear, artificially colored hair.

#### **Grades 6 - 8**

Unacceptable Attire: Extremes in hair, make-up, nail polish and jewelry or body piercings, including artificially colored or bleached hair, eye shadow, eyeliner, oversized jewelry, provocative clothing, shorts, skorts and skirts shorter than finger-tip length.

#### **Concert Attire**

In Grades 5-8 concert attire for boys is to consist of white collared shirts which can be tucked in, and black pants, black shoes and black socks. Girls may wear white collared shirts or blouses and black pants and black shoes. Heels taller than two inches are not allowed. Skirts should be tea-length (below the knee), which is most appropriate for girls sitting on the stage. Jeans are not allowed.

#### **Physical Education**

Students in Grades 6-8 are required to wear the HWS P.E. t-shirt, HWS P.E. athletic shorts and athletic shoes. Violations of P.E. dress code will be treated in the same manner as incomplete homework and students will receive a "late" slip. A student will be excused from a P.E. class only with a written excuse from a health-care provider.

## **Grades 9 - 12 High School Dress Code and Appearance**

See the *High School Student Handbook* section for details on the High School Dress Code & Appearance regarding:

- Acceptable Attire
- Concert Attire
- Physical Education

### **Compliance**

Assessment of compliance with this dress code will be left to the discretion of any teacher or staff member. Students arriving at school improperly dressed may be provided with appropriate clothing by the class teacher

In Grades 1 - 5, continued violations will result in a Teacher /Parent conference.

In Grades 6 - 8, a first violation will result in a warning and a strike will be given for a subsequent violation. Upon the third violation, the parent will be called to take the student home for the remainder of the day.

## **Chapter 7 — Drop-Off/Pick-Up and Afterschool Care Procedures**

### **Drop-Off and Pick-Up (General Information)**

In outlining our drop-off and pick-up policies, please be mindful that the children's safety is our first consideration at all times. We also want to ensure that our neighbors are respected by the entire school community. Slowing down, keeping traffic flowing, obeying traffic rules and, most of all, common courtesy are vital in ensuring that the school's two homes in Niu Valley and in 'Āina Haina are appreciated and supported by our neighbors.

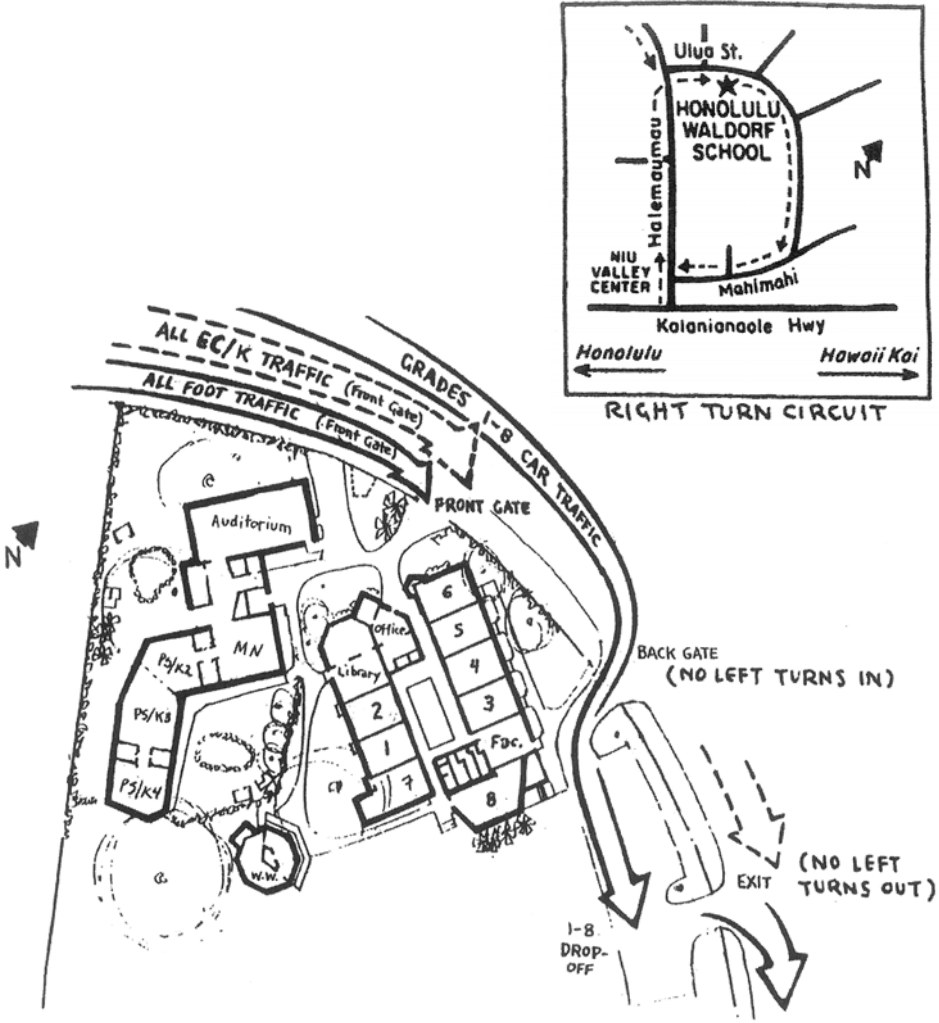
Please be sensitive to our community of neighbors, their driveways and their property, and remember to use the crosswalk at the front entrance of the school and near the parking lot for your convenience while parking and walking your young children to their classrooms. All pedestrians (students or parents walking to or from home or the bus stop) and Early Childhood families must use the front gate near the office. They must never walk through the back gates utilized by vehicles, especially during the morning drop-off and afternoon pickups.

### **Observance of Traffic Rules and Courtesy to Others**

Parents and guardians dropping off children for school should observe all traffic rules, and show courtesy to pedestrians and other drivers. Please do NOT stop and block traffic and/or making U-turns in the middle of the street.

Early Childhood through Grade 8  
(Lower School / Niu Campus)

### Traffic Flow at the Niu Campus



## **Drop Off Procedures**

### **Early Childhood**

Early Childhood children *must* be accompanied to the classroom by an adult. An area of a hundred yards near the front gate has been designated a three-minute parking zone for this purpose. If you need to park longer, please drive farther along Ulua Street toward the back gate. Under no circumstances can a child exit the car on the street side. Nor should parents leave infants or young children in a vehicle unattended for any amount of time.

### **Lower School (Grades 1-8)**

All Grades students must be dropped off at the drive-through area inside the back gates (parking lot area) on Ulua Street. No street drop-off at the front gate of students is allowed. Please drive in through the school back gate and wait patiently for your turn to pull ahead, where a teacher will welcome disembarking students. Continue to the exit gate and note that *only* a right turn may be made onto Ulua Street. No left turns are allowed either into or out of the drive-through area.

## **Pick-Up Procedures**

### **Early Childhood**

Children wait in the designated pick-up area, lawn just inside the front gate, from 2:45 to 3:00 p.m. Please pick up your child from a staff member and sign him/her out. At 3:00 p.m. the children are taken to the EC After School Care area and are supervised by an EC After School Care staff member.

### **Lower School (Grades 1-8)**

Between 2:45 to 3:00pm you may pick up your grade school child using the same drive-through used for drop-off. Parents drive into the parking lot through the back gate, collect the children, and drive out as soon as it is safe to do so, note only a right turn may be made onto Ulua Street. After 3:00 p.m. parents must park outside on the street and walk onto the campus to collect the children. A staff member is present to supervise the pick-up.

Staff members have a current list of the adults authorized to pick up each child; any driver not on the list will be asked to

park and obtain authorization through the office. No child will be permitted to leave with an unauthorized person.

All students in Grades 1 through 5 must be signed out with the supervising staff at the time of pick-up. Students in grades 6, 7, and 8 are automatically dismissed and may leave campus on their own, unless their parents have notified the school office otherwise.

If you would like to pick up a first or second grader before dismissal, between 2:00-2:45 p.m., please park outside on the street and collect your child in person. Children who have been picked up or signed out must remain under the supervision of their parents while on campus and may not play in the yard.

All children not in the After School Care Program leave the campus by 3:00p.m. Please note: For their safety, all unsupervised Early Childhood and grades children remaining on the school grounds after dismissal will be checked into the After School Care Program at 3:00 p.m., and parents will be billed for late-pick-up fees.

### **Late Pick-Up Fees**

There will be a late pick-up fee of \$5 for each fifteen minutes or part thereof, for each child picked up after the designated pick-up time of 3:00 p.m.

Please note that siblings of students engaged in school-mandated activities such as study hall, detention, and required language classes may remain in After Care free of charge until the end of the activity. A late fee of \$5 per fifteen minute increment will be charged for all children who are picked up after the mandated activity ends.

### **High School Drop-Off and Pick-Up Procedures**

The following tips, and school policies are published to assist the driver in safely discharging and picking-up students at the Honolulu Waldorf High School:

- Upon entry, there will be two lanes of traffic. Drop offs must be made promptly and as directed by any attending personnel.
- No vehicles may be parked in the uncovered spaces or left unattended in the HWS lot from 7:30am - 8:15am and 2:30 pm - 3:15 pm

- **NO** student drop-off allowed in the Grace Chapel parking lot.
- If parents have to contact a teacher or conduct business with the school office before 8:15am, they may park in the Grace Chapel parking lot **AFTER** dropping their child off in the HWS lot; otherwise parents are encouraged to park in the HWS lot **AFTER** 8:15am.
- No student parking allowed in the HWS or Grace Chapel parking lots.
- Drivers going Ewa after dropping off students are encouraged to get back on to Kalaniana'ole and turn into the Pu'u 'Ikena park turnaround.
- Drivers may **NOT** turn into the HWS or Grace Chapel lots from the contra-flow lane. West bound morning traffic must proceed to Wailupe Circle and U-turn then proceed to the school to make drop offs. If the turn into the school is missed proceed to Pu'u 'Ikena Park to turn around.
- When entering and exiting the HWS lot on foot, use the exit driveway space marked for pedestrians. The Grace Chapel driveway may not be used by pedestrians to access our campus.
- If student is not ready for pickup at the time their ride arrives, the driver will have to circle back around until the student is ready.

The parking restrictions will be strictly enforced around the school to provide a safe and convenient location for the dropping off and picking up of students. **Drivers who violate the parking restrictions may be subject to citation.**

### **After School Care**

The After School Care program provides a relaxed, neighborhood-like setting, wherein children play safely under adult supervision. Children have opportunities to organize and create their own games and imaginative play. Crafts projects, occasional special events, and a daily snack are provided. We do not participate in the USDA program, however, our snack is reviewed annually by a licensed nutritionist.

The school provides after school care for students in all preschool (maximum 20 students) and elementary grades (maximum 60 students) for an additional semester fee. After School Care runs from 3:00 p.m. to 5:30 p.m. on the same school calendar. Preschool/Kindergarten children are cared for in the Early Childhood building; elementary grade children are supervised in the “Big Yard.” Drop-in After School Care is offered on a space-available basis for \$30 a day. Arrangements for After School Care must be made in advance through the lower school office.

Children checked into the After School Care program must be signed out by a parent or authorized adult, or have a signed permission slip on file to take the bus or walk home. Once a student is signed out of After School Care, the student must leave the campus and not play in the yard, or he/she will continue to be considered the responsibility of the After School Care staff. The student will be signed back into the program and parents will be billed. Students are also not allowed to be signed out of After School Care, then signed back into After School Care during the course of an afternoon.

### **After School Care Late-Pickup Fees**

The After School Care late pick-up fee is \$5 for each five minutes or part thereof, for every child picked up after 5:30 p.m. Field trips are not provided during After School Care program hours.

### **Transportation**

Both campuses are accessible by city bus. Parents often arrange carpools on an informal basis. The Roster is helpful in locating school parents in your neighborhood.

Please make sure that students riding the bus have the proper change. The office may not have change, and office staff does not lend bus money to students.

## **Chapter 8 – Attendance Policies, Health & Illness**

### **Attendance, Punctuality, Tardiness and Absences**

Parents are required to notify the school in the event that their child will be absent from school, or will need to leave school before dismissal time. Please telephone the office to make these arrangements.

#### **Early Childhood**

Early childhood children should be in school by 8 a.m. If circle or a birthday celebration has begun, please wait outside the classroom with your child until it is over (about 15 minutes.)

#### **Lower School (Grades 1-8); Tardiness**

Any child who is not ready to enter her classroom at 7:55 a.m. will be deemed tardy. Tardiness seriously compromises the rhythm of the entire class as well as the learning of the individual tardy student.

Every tardy child must report to the office, obtain a late slip and explain his/her reason for the lateness. A tardy child will not be permitted to enter the classroom without this slip. A teacher-parent conference will be requested if tardiness occurs frequently.

#### **Absences**

On the first school day following an absence of any duration, a note from parents to the class teacher is expected. In addition, a doctor's note may be required for absences of three or more days. Elective absences (for vacations or appointments, for example) are strongly discouraged. Such absences must be prearranged with the class teacher.

Class work, homework, and assignments will not be excused because of absence. It is the student's responsibility to make up missed lesson work. In Grades Six and up, mandatory lunchtime study hall may be required until the work is made up. Any child who for any reason misses fifteen percent (15%) or more of school during any school year may be required to attend an academic program that summer at an approved summer school (the subject/s to be recommended by the child's class teacher) and where necessary also receive approved foreign language tutoring.

Excessive absences will necessitate a teacher-parent conference. In Grades Five and up, excessive absences may also necessitate the imposition of academic probation. In extreme cases, they may compel expulsion.

### **Grades 9 - 12**

Please see the *High School Student Handbook* section for details.

## **General Health Policies**

### **Health Record Requirements**

All children entering school are required to comply with the State of Hawai'i Department of Health regulations. Excerpts from Hawai'i Department of Health regulations:

- Each student must provide a certificate of TB examination before first attending school in Hawaii. This requirement may not be deferred or postponed. A student over age 13 months without a valid TB certificate may not attend school.
- Must be performed within 12 months before first attending school in Hawaii
- Must be issued by Hawaii DOH, or a U.S. licensed physician, APRN, or PA
- A valid certificate of TB examination may be used for transfer into all other schools in Hawaii
- Must be a Mantoux tuberculin skin test (PPD).  
Tine test is not acceptable
- A certificate of TB must include:  
Date administered & read  
Results in millimeters  
Signature or stamp of MD, DO, APRN, PA, or clinic

#### TB test Results:

- <10 mm: acceptable for school entry
- ≥10 mm: must also have a chest x-ray (CXR ). Written documentation of a negative CXR must be provided prior to first attendance at school
- Students with a documented of past positive PPD test, may have a CXR performed and certificate issued without a repeat skin test

- Each student must present a record of Physical Examination (PE) before first attending school in Hawaii
- Must be performed within 12 months before first school attendance
- Must be performed and signed by a U.S. licensed physician, APRN, or PA
- A valid PE may be used for transfer into all other schools in Hawaii

## **Immunization Requirements**

### **Preschool:**

- For children less than 19 months of age, requirements are based on the child's age (see Hawaii Administrative Rules, Chapter 11-157, Exhibit B, Table 1)
- For children 19 months of age & older: 4 DTaP, 3 Polio, 1 MMR, 1 Hib (at least one dose of *Hib* on or after 12 months of age), 3 Hep B, 1 varicella

### **Grades Kindergarten through 12:**

- 5 DTaP, 4 Polio, 2 MMR, 3 Hep B\*, 1 or 2 varicella\*\*
- \*3 doses of hepatitis B vaccine are required for school attendance for all students born after December 31, 1992 and for 7th grade attendance
- \*\*2 doses of varicella vaccine are required if the first dose is given on or after the 13th birthday

### **Grade 7 attendance:**

In addition to meeting the K-12 immunization requirements upon first school attendance, all students must show evidence of receiving the required immunizations prior to 7<sup>th</sup> grade attendance.

## **Immunization Exemptions**

Exemptions for religious or medical reasons may be granted. "Request for Exemption" forms are available in the office and must be submitted prior to school entry. In the event of an epidemic, the Department of Health may require parents to keep non-immunized children at home.

### **Policy on Communicable Diseases, Including AIDS**

It is the policy of the Honolulu Waldorf School that all communicable diseases shall be treated in the same manner. It is the responsibility of the parent or employee to inform the Administrative Director by confidential communication any time a positive diagnosis of such a disease is obtained on the student or employee. The case shall then be reviewed according to guidelines issued by the State of Hawai'i Department of Health, which are considered part of this school's policy. Further information is available from the office in the event of this occurrence.

### **Home-Hospital Instruction**

Any student attending school in the State of Hawai'i is eligible for home or hospital instruction provided by the Department of Education if:

The child is absent for more than two weeks because of illness or injury or is chronically ill.

A written report from the physician or psychologist indicating that this service would be appropriate is filed with the State of Hawai'i Department of Education.

The service would be limited to the programs offered by the public schools. Requests must be made through the school. The service provides a maximum of five hours per week of instruction. More information is available through the office.

### **Student Accidents**

It is the policy of the school that accidents occurring during the regular course of school days and events are the financial responsibility of the parents. Accidents requiring any emergency action by the school and resulting in financial charges are the responsibility of the parents, and the school will pass along such bills to the parents.

### **Insurance**

Every child enrolled in the school is insured by a student accident policy for school days and school events. This policy is intended to serve as a supplement to the family's primary health and accident insurance. Details are available in the Niu campus office.

The school has commercial property, general liability and automobile coverage through First Insurance Company of Hawaii, Ltd., policy number CPP7024294. Please contact the Business Office with any questions.

### **Emergency Medical Procedures**

If a child has minor injuries, the school will administer first aid and prepare a written notification of the incident for the parents. If necessary, the school will contact a parent or authorized representative to ask if they want the child kept at school until the parent can take the child to the family's own health-care provider or if the parent wants the child to be transported to an emergency facility. If no responsible adult can be reached, the school will call the child's physician to see if the child should be brought to the provider's office or to the emergency facility. In all cases, the school will notify a parent immediately of any head injury.

*If the child is seriously ill or hurt and requires immediate attention*, the school will call an ambulance. The child will be transported to Kapiolani Medical Center for Women and Children and later moved to the family's chosen hospital. Parents will be notified to meet the child at the emergency facility.

Most of the school staff is certified in basic first aid and CPR. When a child is injured, treatment as suggested by the Red Cross will be initiated.

*In cases of illness*, if the child has a fever and/or is in significant discomfort, the parents will be notified and are expected to take the child home as soon as possible.

### **General Illness**

**If children are ill or feverish, parents must keep them home, for their own sake and the sake of others.**

When a child becomes ill at school, every attempt will be made to notify a parent or designated representative, who is expected to come and take the child home as soon as possible. The school has no nurse or facilities for attending to illness.

*A child will not be permitted to attend school with a fever, an infectious or contagious illness, any childhood disease (measles, mumps, etc.), excessive or projectile coughing or running of the nose, or any condition so severe or uncomfortable to the child*

that it significantly interferes with the child's ability to participate.

*Children may return to school when their illnesses are no longer contagious, when scabs have formed (in the case of open sores), or twenty-four hours after the child's temperature has returned to normal or vomiting has ceased.*

Written permission must be given, Administration/Storage of Medication Form, if a child needs to take any medications - including aspirins and naturopathic remedies - at school.

### **Ukus - (Head Lice)**

Ukus are common among preschool and elementary school-aged children and have nothing to do with cleanliness. Anyone, adult or child, who comes in close contact with someone who already has ukus, or even their contaminated clothing and other belongings, is at risk for acquiring ukus.

Ukus are passed from person to person by direct contact or by shared objects (combs, towels, bedding, barrettes, hats, headphones, etc.), so every member of the family should be checked. The most common symptom of infestation is intense itching on the back of the head, behind the ears, or nape of the neck. Ukus cannot survive for long without a live host. There is no evidence that they carry disease although the scratching they induce may lead to infection.

If ukus and/or nits are discovered, notify the school and take the proper steps for treatment.

### **Uku Policy**

Uku checks and removal of nits are the responsibility of the parents. School administration will conduct school-wide checks after holiday breaks or school-related camping trips for the classes involved.

If any nits or live lice are found on a child's head at school, the child will be sent home; parents are then responsible for treating their child that day (shampoo, combing, nit picking) and for cleaning their houses and cars to prevent re-infestation.

The child may return to school the next day, provided they have received proper treatment for ukus. School administrators will NOT re-examine your child for re-admittance unless parents request it.

Children may not share brushes, combs, hats, scarves, hair ties, etc.

School Administration will send out an email announcement to all families whenever ukus are discovered in a particular class so parents can take appropriate actions as needed.

### **Prevention**

There is some evidence that coconut or olive oils are an effective treatment for ukus, and offer an alternative to over-the-counter products.

Discovering that your child has ukus should not be cause for panic or shame. The problem is shared by a good portion of the American school population and can be controlled through vigilance and appropriate treatment.

### **Prescription Medication**

Any student who is required to take prescribed medicine during regular school hours should do so in compliance with school regulations. No prescribed or other medication will be stored at the school or administered by authorized school personnel without prior completion by both the parent and physician of the Request for Administration/Storage of Medication in School form.

Medication must be sent to the office by the parent and be accompanied by clear dosage instructions prescribed by the physician. Medication will be kept in a locked cabinet and administered at the prescribed time by the class teacher or authorized representative. Parents may be requested to bring individual medication packets for easy administration in one-week supplies, to be left with the front office at the beginning of each week.

### **Over-the-Counter Medication**

Medication must be sent to the front office by the parent with written instructions for administration and be accompanied by the "Request for Administration/Storage of Medication Form." Medications will be stored in the First Aid supply area and administered by the class teacher or authorized representative. Both the request form and the medication must be renewed at least annually.

### **Additional Health Policies**

A list of children with allergies is posted in the Lower School faculty room, the library, and the Early Childhood kitchenettes.

HWS complies with the Americans with Disabilities Act and applicable state and local laws. The school also provides reasonable accommodation for such individuals in accordance with these laws. It is our policy to adhere to confidentiality for every student, parents or guardians.

Student information would not be disclosed unless the parents or guardians of the child grant written permission.

## Chapter 9 — Emergency Preparedness

### Emergency Preparedness Plan

The Department of Human Services and the Department of Emergency Management (DEM) have recommended that all schools and childcare facilities formulate an Emergency Preparedness Plan. For your information, the Honolulu Waldorf School will adhere to the following plan in the event of a fire or a natural disaster:

#### Fire

We practice building evacuation periodically. The signal for a drill is the ringing of the fire alarm bell. Those who have difficulty walking or have other physical limitations will be assisted during the fire drill. Children will leave their classrooms under staff supervision in an orderly fashion according to the evacuation plan posted in each classroom. Students at the Niu Valley campus will proceed to the back (makai) fence of the grade school yard. After a short stay, where roll will be taken, they will return to their classrooms. High School students will exit the building and proceed to Punahale Street on Kalanianaʻole Highway before returning to their classrooms.

In the event of an **ACTUAL FIRE** our evacuation procedures and destination will be the same as for a drill for the Niu campus and for the Makai campus (unless deemed to be unsafe), everyone will proceed to ‘Āina Haina Elementary School. Children with physical limitations will be helped by a staff member. Should our buildings not be habitable, we will be housed temporarily at Niu Valley Middle School or ‘Āina Haina Elementary, and we will call for you to pick up your child as soon as possible.

#### Tsunami

A tsunami is a series of waves generally caused by earthquakes on or near the ocean floor, anywhere in the Pacific Basin. The Department of Emergency Management issues **TSUNAMI WATCHES** and **WARNINGS**. A **TSUNAMI WATCH** means an earthquake that could produce a tsunami has occurred somewhere in the Pacific but the presence of waves has not yet been confirmed. A **TSUNAMI WATCH** means *prepare*.

A **TSUNAMI WARNING** means that waves have been confirmed and a threat to life and property exists. All coastal areas of

Oahu (identified on the maps in the front of the telephone book) must be evacuated.

There is a new classification called **URGENT TSUNAMI WARNING** that refers to waves generated locally. If you hear this warning, those in evacuation zones have 40 minutes maximum evacuation time.

The Department of Emergency Management has determined that our Niu campus is outside the tsunami inundation zone and that our Makai campus IS IN the tsunami inundation zone, and has recommended that in the event of a tsunami:

If the tsunami warning is issued while school is in session, the Niu campus will remain in school and there should be no significant change in our normal routine. The Makai campus will be evacuated to 'Āina Haina Elementary School. For your safety and to avoid contributing to unnecessary traffic congestion, it is advised that you NOT leave work and rush to school until the "all clear" is announced. We will take care of your children until pick up can be accomplished safely.

If the tsunami warning is issued before school begins, classes will be cancelled and the school will be closed.

### **Hurricane/Tropical Storm**

Hurricanes and tropical storms are intense weather systems, usually generated over warm Pacific waters from June through November, capable of producing damaging surf, destructive winds, and heavy flooding. **HURRICANE** or **TROPICAL WATCHES** are issued by the National Weather Service 36 hours prior to the arrival of storm effects. **WARNINGS** are issued when the storm could affect Oahu within 24 hours. When a **WATCH** is issued, we will monitor the storm and make a decision whether or not to close the school before the issuance of a warning. The timing of the closure will generally coincide with the end of a normal school day. If a **WARNING** is issued before school begins, classes will be cancelled and the school will be closed.

### **Earthquake**

Should an earthquake of significant magnitude occur on Oahu, we can anticipate considerable disruption to our road networks. At both campuses, if we are indoors when an earthquake occurs, we will stay indoors and immediately take cover under desks,

tables, in supported doorways, etc. If outdoors at the Niu campus, we will stay outdoors and move toward the back fence in the grades yard. If outdoors at the Makai campus, we will move as far away from buildings and utility wires as possible. When the shaking stops we will evaluate the condition of the school.

If the facility is sound, we will remain in place and listen to our battery-operated radio for DEM instructions.

If the facility is damaged, we will take the students to the closest designated DEM Shelter, which for the Niu campus is at Niu Valley Middle School, and for the Makai campus is 'Āina Haina Elementary School.

### **Flooding**

The Department of Emergency Management has determined that the Niu campus is NOT in a flood zone. However, during extremely heavy periods of rain or under tropical storm or hurricane conditions, flooding in our area is possible. In the event we are advised to evacuate, we will follow the directions of DEM officials.

### **General Emergencies**

As a general rule, if it is announced over radio or television that the public schools are closing, we will also, in all likelihood, be closing. Under no circumstances, however, will we close until all children have been picked up by their parents or designee or until other suitable arrangements have been made.

Do NOT call us during emergencies. Please keep the telephone lines open and available for those who have urgent needs. During power outages the school has only one working telephone line. You should establish individual and family plans for emergency preparedness. If you need assistance, contact the Department of Emergency Management at 723-8960.

**Please be assured that we will do everything we can to take good care of your children during any emergency or disaster.**

### **Asbestos Hazard**

In 1986, the Asbestos Hazard Emergency Response Act (AHERA, Public Law 99-519) was signed into law. This law required the Environmental Protection Agency (EPA) to develop regulations

which would provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools.

On October 30, 1987, the EPA published the Asbestos-Containing Materials in Schools Rule [40 CFR Part 763 Subpart E], requiring schools to inspect for both friable and non-friable asbestos hazards in school buildings, and to implement response actions in a timely fashion.

In order to comply with this regulation, the Honolulu Waldorf School contracted with EMET ENVIRONMETEO Services, Inc., a fully-certified local environmental consulting and testing firm, to conduct the initial inspection of all buildings and rooms, and to prepare a comprehensive management plan for delivery to the Department of Health.

This inspection failed to discern any friable asbestos-containing materials (ACM) in any of our buildings or classrooms. However, consistent with findings statewide at schools with buildings the age of ours, the samples of much of the vinyl floor tile tested positive as non-friable ACM.

The response action appropriate for this sort of ACM, which is understood to represent the least potential for risk, calls for us to continue to maintain our floors according to our present O&M custodial procedures for cleaning and waxing; we are NOT obliged to engage in removal or abatement at this time. We must continue to monitor the condition of these tile floors, however, to insure that there is no change in the hazard assessment factors.

It is the object of our asbestos-control program not simply to comply with the Federal and State regulations, but also to provide a safe and healthy environment for our students. If you have any questions, please feel free to review our school's Asbestos Management Plan, which is on file in the business office.

## **Chapter 10 —Other Information Regarding Everyday Life on Campus**

### **Library**

#### **Grades 1 - 8**

The lower school library is available for students' use at designated times. Books are checked out for three weeks. Failure to return a book or the loss or damage of a book will result in a charge for replacement.

#### **Grades 9 - 12**

In addition to reference resources and Internet access located at the high school, students in Grades 9 - 12 are encouraged to make use of the several excellent research libraries in the nearby community. Parents: A shelf in the Niu campus school front office offers books for parents about Waldorf education and related issues. Please feel free to use this resource. Contact the librarian for more information.

### **Early Childhood through Grade 8**

#### **Assemblies**

In-school assemblies are held periodically for Grades 1 - 8, in which children have an opportunity to perform, to experience presentations made by other classes and by various teachers or guests, and to share announcements and acknowledgments. In addition, in-school assemblies are scheduled for class plays. Special assemblies are scheduled to mark various festivals or holidays, or for special guest performances. All-school assemblies are held on the first and last days of the school year, for Grades 1-12.

Please check with your child's teacher before taking photographs or filming any event at the school. Flash cameras are prohibited during performances, class plays and assemblies.

#### **Excursions and Field Trips**

Excursions are frequently undertaken as part of the class work and to provide opportunities to foster social development in the life of the class. Signed permission slips are required. (If no permission in writing is given, the child will be unable to go on the excursion or trip.) Absences from excursions are handled in

the same way as any other absence: please contact the office to let us know if your child will be absent. School rules, including dress code, apply on all school trips.

### **Birthdays**

In the Early Childhood Program, birthdays are observed in a special way that will be communicated individually to the child's parents. The Grades also welcome the celebration of birthdays in the class. Please consult with the class teacher about food arrangements. Nutritious snacks are preferred! Finding alternatives to sugary birthday cakes can be fun for every birthday child. Popcorn, a watermelon with birthday candles, juice popsicles, and chips and dips have all been successful treats. Parents, faculty and students all appreciate healthy creativity in this area.

### **Snacks and Lunch**

Parents are asked to provide their child with a healthy, nutritious lunch and snack. (Snacks are provided in the Early Childhood.) Candy, gum, and soft drinks are not permitted in the Early Childhood or Grades. We strongly recommend water rather than juice.

### **Lunch boxes**

From Early Childhood through the Grades, the children's lunchboxes will be kept in or on top of their cubby, at room temperature. Small coolers are ideal for keeping food and water cool as temperatures outdoors may climb in the early fall and spring months of the school year. Otherwise, plain, functional lunchboxes that do not leak are recommended. No commercial branding or designs are allowed on the lunchboxes. It should be noted that many of the vinyl lunchboxes widely available in stores today contain lead, and if possible, parents should look for a tag on the lunchbox that declares the product is "lead-free" or "lead safe."

### **Lost and Found**

A lost-and-found is located in the Grades and in the High School. Check for lost property by searching the lost-and-found, and check in one of the offices for valuables. Students should be encouraged to take care of their possessions; the class teacher

cannot assume responsibility for lost articles. Labeling clothing is important, especially socks and shoes.

### **School Office Phone and Cell Phones**

The school telephone should be used only for messages of an urgent nature. After school arrangements should be made in advance so that children know the plans for returning home or for visiting with friends. In the Lower School, a student must obtain a written note from the teacher in order to use the school phone.

Since the school telephones are electronic, there are times during power outages where we can neither receive calls or phone out. If your call is not answered by a person or a recording, please be patient and try to call again later.

Cell phone use by children is prohibited at the Niu Valley campus. Children who must carry cell phones are required to turn them off while on campus and keep them in their backpacks. These phones may be used only after the children have checked out and left the premises. Please see the High School Student Handbook section for specifics on cell phone use at the high school.

### **Toys, Electronic Equipment, etc.**

Please don't bring toys, electronic or otherwise, from home. Students in Grades 5 - 8 may bring large rubber balls, jump ropes, and other reasonable equipment for group games. Hard baseballs are not allowed, and batting, whether with softballs or tennis balls, must be closely supervised by a teacher.

If students bring bicycles, skateboards, scooters, or other items for use outside of school, they must be properly stowed while at school. Bikes, skates, skateboards, "Heelys," or other similar "vehicles" may not be used on campus. Unicycle riding must be done under the direct supervision of a teacher.

No electronic equipment is allowed at either campus (except by prior permission of a High School faculty member at the High School campus).

### **Personal Money**

During the school day, students in Grade 8 and lower usually have no need for money. The school strongly discourages

bringing wallets and cash, and cannot assume responsibility for loss. If students must bring money to school, please make arrangements with the class teacher to hold it for them. Students are not allowed to shop at The Enchanted Forest during school hours.

**Grades 9 - 12 See High School Student Handbook for Additional Information.**

Please see the *High School Student Handbook* section for additional items specific to the high school students and the Makai campus.

# Chapter 11 — Bridges between School and Home and Issues Specific to a Waldorf Education

## Bridges between School and Home

Harmony between home and school is essential if Waldorf education is to be effective. Parents and teachers need to communicate fully and regularly, and work in partnership to meet the needs of the developing child. These areas are addressed differently by Early Childhood, the Grades and High School departments.

## Structure and Rhythm

Structure and rhythm are very important for growing children. To support the classroom work of the children and their teachers, parents are encouraged to help their children develop a healthy habit life with regular routines for waking and sleeping, mealtimes, play, and as the children move forward in the grades, music practice and homework.

## Media

Exposure to electronic media adversely affects the child's ability to learn. Please do not allow your child to view movies or television, or to play with video or computer games, especially on a school night. As children develop, their ability to distinguish between reality and illusion increases and students in the upper grades may be able to handle exposure to media that would be inappropriate for the younger ones. Class evenings give parents and teachers an opportunity to discuss this important topic.

## Social Life

All families are encouraged to foster their children's social development by enabling them to get together with their classmates for play and shared outings. As the children become older and more independent, parent-to-parent communication helps to articulate social norms and expectations, and to give children guidelines that will provide the support that they need as they enter adolescence.

High School parents are strongly encouraged to communicate with each other regarding standards and expectations for behavior and the social activities of their children. The faculty

and staff cannot and do not wish to regulate the social activities of our students outside of the school day. However, the faculty will become actively involved with the student and parent(s) if we believe that television, computer, video, drug, alcohol use, or other issues are negatively impacting a student's work. Please refer to the *High School Student Handbook* for more information regarding our complete Standard of Conduct Policy.

## **Out-of-School Activities**

### **Music**

Parents are asked to provide instrumental music lessons for their children by Grade 4, and to see that the instrument is practiced regularly. Private lessons are recommended. Please inquire with your child's class teacher.

### **Sports and other Physical Activities**

Involvement in community sports programs helps all students make friends outside the school, as well as gain skill in the sport, and be active. Joy in the activity, social skills, fair play, and physical development are always the priorities. Here are some of the school's recommendations:

**Early Childhood:** Some organized activities; mostly free imaginative play, swimming, hiking, outdoor play dates.

**Grades 1 and 2:** Circle games, running games, imaginative play, skipping rope, tag games. Swimming as a skill. No competitive sports.

**Grades 3 and 4:** Running games, relays, imaginative play, ball games for catching and throwing, tag games, skipping rope, hula-hoops, and climbing.

**Grade 5:** Relay races, running games, tag games. Volleyball, basketball, softball.

**Grade 6:** Basketball, softball, soccer, volleyball, other team games. Swimming as a sport. Paddling, kayaking.

**Grades 7 and 8:** Gymnastics, track and field, and all other sports begun earlier, plus tennis.

**Other Activities:** Cultivate hobbies; build things, take an evening walk, bike ride or swim, bake, cook, sew, have a family reading hour, play games, play music, paint, plant a garden, talk and listen, hike, watch the stars, visit the aquarium,

planetarium, or zoo, draw, visit the library, tell your family history, go fishing, expose your child to other cultures and ethnic groups, sing, or visit with friends and family.

### **Interscholastic League of Honolulu Sports**

The Honolulu Waldorf School is a member of the Interscholastic League of Honolulu and of Pac-5. The Interscholastic League of Honolulu (ILH) is an athletic conference composed of private secondary schools in Honolulu. Smaller schools in the ILH pool their athletes to form teams, often forming a team called Pac-5. Students in Grades 7 through 12 are eligible to participate in ILH sports. ILH offers all students the opportunity to participate in a wide variety of sports and to meet students from other schools in the Honolulu area. The school actively encourages students to join the League, and promotes the program through parent evenings, talking directly with students, and noting student participation and achievements in the NewsNotes and the HWS website. More information can be obtained by contacting the Athletic Director, Lynn Liverton.

### **After School Clubs**

HWS also offers afterschool clubs, such as Hula Club and Circus Club in the Lower School and Drama Club, Ballroom Dance Club, High School Hikers Club and Photography Club in the High School. Contact your child's teacher or sponsor for more information.

### **Student Assessments at HWS**

#### **Early Childhood**

Reports: The Honolulu Waldorf School issues reports to parents of Kindergarten students at the end of the academic year. The narrative report does not contain letter grades, but describes the child's participation in class, interests, social responsiveness, behavior, and educational progress, and addresses areas that need attention. Only those children ready for First Grade the following year will receive written evaluations.

#### **Grades 1 - 8**

#### **General Expectations of Students**

Students are required to maintain certain academic standards that are determined by Honolulu Waldorf School faculty and administrators. All students are expected to participate fully in

their assigned program both during class time and in work to be completed outside of class. The directives given by the teachers are to be followed in all cases, and students are expected to assume the responsibility for meeting the class's expectations.

### **Homework**

When homework is assigned, it must be completed and handed in on time. The teachers will advise parents of their intentions relative to homework. A parent can assist the student by asking directly if homework is assigned and by helping to assure that it is completed and brought to school on time. If the student does not understand the assignment or is unable to complete it independently, it is important that the student let the teacher know. Failure to complete required work may result in students being detained at recess or required to attend study hall to make up work. Indications of incomplete work may go on the student's permanent record.

### **Reporting Academic Progress**

In general, progress is communicated to the students throughout the daily working of the class. Student progress and achievement are communicated to parents during parent/teacher conferences which are scheduled twice a year. Phone conversations, written communication, and special conferences take place as needed.

### **Written Reports for Students in Grades 1 - 5**

Written reports are issued for all students at the middle and end of the school year. Reports describe the child's participation in class, interest, social responsiveness, behavior, study habits, educational progress, and areas that need attention or require improvement. Reports do not contain letter grades in these grades. A main part of each student's report is their main lesson books which are sent home with the reports. Please take the time to study your child's work.

### **Written Reports for Students in Grades 6 - 8**

In Grades 6, 7, and 8, the Honolulu Waldorf School begins to introduce block test results and grading in the reports to provide students with objective and prompt feedback on performance. In addition to middle and end-of-year reports, students in Grades 7

and 8 receive reports in academic subjects at the end of the first and third quarters.

Testing: Honolulu Waldorf School reserves the right to administer screening and testing of any and all students, and to require additional outside testing of any student at the discretion of Honolulu Waldorf School faculty and/or administrators. Timely compliance with screening and testing requests is a condition of continued attendance at the Honolulu Waldorf School.

### **Tutoring**

There may be occasions when the school either recommends or requires tutoring for specific students. This may be to provide background needed for new students or to provide ongoing supplemental assistance to students who require it to maintain class level. Parents will be notified when tutoring is either recommended or required. If tutoring is required, it must commence within one month of notification. It is the parents' responsibility to find a tutor though the school is able to make recommendations where necessary. All such tutoring will be the financial responsibility of the parents.

### **Lates for Grades 7 and 8**

A late may be given to Grade 7 or 8 students who come to class unprepared, as a teacher deems appropriate.

Examples of lack of preparation that will result in lates are:

- Assigned work not done or done only partially.
- Assigned work not handed in on time.
- Coming to class without required books or material, e.g. pens or pencils, geometry implements, sewing project, musical instrument or PE shirt/shorts/shoes.

The purpose of a late is to raise the student's consciousness. We believe that the students in these grades - not their parents or teachers - need to learn to take responsibility for the tasks they have been given. However, if a student is unable to complete an assignment because she does not understand the material, a late will not be given if the student lets the teacher know in person or by telephone the night before the work is due.

Lates may be given by teachers when students are unprepared in main lesson and other subjects.

An accumulation of lates may have any of the following consequences:

- Notification to parents
- Mandatory study hall
- Academic strikes
- Academic probation
- Suspension
- Expulsion

### **Academic Strikes**

A student may receive an academic strike if he/she has six lates in one month. If a student receives one academic strike, parents will be notified. Two academic strikes in a semester mandate a parent-teacher conference. If the student receives three academic strikes, a conference of the student's teachers, parents, and the student is arranged for the purpose of exploring what help is needed to change the behavior pattern. The student is given a one-day, in-school suspension to catch up on the work and is placed on academic probation. Should there be another academic strike during the same semester, the student may be subject to expulsion.

### **Academic Probation**

In addition to the accumulation of academic strikes as detailed above, repeated failure to submit assignments, or failure to participate responsibly and with integrity in the program may result in academic probation. If this occurs, parents are notified and further expectations defined in a parent-teacher conference. Failure to improve during this probationary period, where all expectations must be met, may result in expulsion and is recorded in the student's file.

### **Grades 9 - 12: Sponsors**

Each high school class has one or two class sponsors who take a supervisory role with their classes. Class sponsors meet weekly with their classes, and conduct parent evenings and parent/teacher conferences with the parents of their sponsored

students. Class sponsors also arrange activities such as service learning and class trips.

Questions about your student's academic progress and high school experience are always welcome. Students receive quarterly letter grades and written reports each semester. Parents are encouraged to contact their child's class sponsor or any other member of the high school faculty by calling the High School office.

Please refer to the *High School Student Handbook* section for the complete Academic Policy.

### **School Events**

Each child is expected to attend all school assemblies and festivals. All major assemblies, festivals, and plays are announced well in advance. Parents should notify the class teacher in writing in the event of the unavoidable absence of their child. When parents are invited to events, they are encouraged to attend; it is an important means of sharing between student and family.

Students are required to conduct themselves in an appropriate manner, whether during or after school hours, whether on or off campus, at all school-related events such as plays and excursions. They are prohibited from leaving campus or an off-campus school function without permission from a teacher or administrator of the Honolulu Waldorf School.

For on-campus plays and events, school rules apply at all times. At the Niu campus there will be no playing in the courtyard or flagpole area; no running, chasing, excessive noise, or engaging in horseplay or disorderly conduct. Students are not permitted on the field at any time, before, during, or after the performance. If refreshments are served during intermission, they must be consumed outside.

Inside the Niu Hall, children in Grades 2 and under must sit with their parents. Children in Grades 3 and up may sit with their parents or on benches in front of the stage when provided. Students are asked to remain seated and quiet during performances. There should be no games, playing with toys, or conversation going on. Aisles must be kept clear.

## **Chapter 12 — Festivals of the Year**

Honolulu Waldorf School brings a universal nature to our celebration of festivals through their connection to the rhythms of the earth and the cosmos. We feel that the ceremonies and rituals associated with the festivals celebrated in Waldorf schools around the world help to reveal a deeper significance in many everyday occurrences. The living rhythms of the year, taken up in each class in different ways, help provide a common foundation for the children.

The nature of the festival is universal. In the lower grades the teachers do not seek to explain all this to the children, but allow them to take these things quietly into their hearts. Children prepare for the festivals by decorating the room, baking special treats, learning songs, etc. Nature stories and special tales help bring deeper significance of the season in a pictorial way. The high school students explore the meaning of the festivals in many different ways such as dramatic participation in plays and pageants, forums and discussion, community service and guiding activities for the younger children.

### **Orientation for First Grade Students and Families**

A new tradition has been initiated at the Honolulu Waldorf School. An intimate ceremony takes place the day before the official first day of school that formally introduces the first grade children to their new class teacher. Teacher and children then go to their classroom for a tour and orientation to their new space. Parents and other teachers of the children share refreshments and social time until the children and teacher are ready to invite them into the classroom for a tour and farewell for the day.

### **The Rose Ceremony**

The Rose Ceremony marks the first day of school when we all gather together to begin the year. The First Grade children, bright-eyed and awed by this significant moment, are welcomed into the grade school with roses by the students of Grade 12. It is a wonderful and tender 'reflection' on the journey through the grades as the young children look ahead to where they will be in twelve years while the seniors look back on the path of their own education.

## **Michaelmas**

In Celtic tradition, St. Michael represents the unconquered hero fighting against the powers of darkness. It is traditionally a harvest festival coming just after the Autumn Equinox when the days grow shorter and the nights grow longer. The essence of this festival could be seen in Michael's flaming sword, a symbol of light and the power of truth. It calls on the awakening of our own inner light and to overcome the dragons, both in ourselves and the world around us. Celebrating Michaelmas, we strive to stimulate the children's will to do good and hold to their path of truth; that doing even the smallest good deed strengthens the power of good in the world. Each year community projects and/or an all school pageant honors Michaelmas on or near September 29.

## **Penny Harvest**

The Penny Harvest comes in the week of Thanksgiving where we celebrate our gratitude for all that we have and seek to share with those who are in need. The children prepare for this event by bringing their pennies, nickels, dimes and quarters to the classroom. Each class then brings their jars of change to the assembly. Their 'harvest' is counted and given to the Hawaii Food Bank who then distributes food and other essentials throughout our local community.

## **Advent**

Advent, from the Latin "to come," is the period including the four Sundays just before Christmas. In Christian tradition, one candle is lit each Sunday until the light of four candles heralded the birth of Christ. Yet Advent and even Christmas have a wider traditional context. Throughout Europe, in northern Asia and in ancient Egypt, this holiday is aligned with the winter solstice. It draws our attention inward, to the warmth and light of the human soul. Indeed, the Jewish Festival of Lights, Hanukkah, falls very near to Christmas on the calendar. Advent is a time of preparation; for children in particular, it is a time of joyful anticipation. There are many activities in the home that can complement activities in the classroom that bring awareness of light, expectation and an openness to that which we are willing to let be born in each of us.

## **The Advent Spiral of Lights**

This festival, shared by younger students up to Grade 2, is one of the most beautiful and memorable of the season. It marks the beginning of Advent, the fourth Sunday before Christmas. In a semi-darkened room, lit only by candles and smelling of evergreens, each child goes, one at a time, through the spiral built of evergreen branches to the center of the garden. Each child lights his or her candle, then places it somewhere on the pathway to light the way for the next child. It is a reminder of the journey each of us must make as we go into the darker days of winter.

## **Winter Festival**

This festival is a sharing of the class work in each grade and is celebrated by the children in Grades 3 - 12 during the month of December. Story, music, poetry, drama and dance are woven together in a different way each year. Everyone is invited as we honor the gift of light that shines in each of us and in our community through the days of winter darkness.

## **Saint Nicholas: December 6**

At this time of the year the children hear the story of St. Nicholas and all he did to help people by surprising those in need with gifts of food, money and treats. This helps to foster an atmosphere of preparation and giving for the children during Advent. It is traditional for children to leave their shoes out by the door the night before (Dec. 5) to receive a golden nut or small gift from St. Nicholas. St. Nicholas, with his mischievous friend Ruprecht, pays a visit to the grades' classrooms, reading from his golden book and offering advice and encouragement to the children.

## **Shepherd's Play**

The Shepherd's Play is one of a trilogy of medieval plays dating back to the 11th century. They were originally performed by the villagers of the little island of Oberufer in the Danube, between what is now Hungary and Austria. Although they originated from Christmas plays performed in churches, they spread among the peasants and developed a life of their own. Often they were performed in the village inn, after the players gathered their audience by processing through the village with great

merriment. The roles were passed down within families from one generation to the next, and became an annual event, anticipated by the whole community. This unique play, which offers a generous portion of humor and singing, is presented each Christmas season by the faculty and staff as a gift to the children and community. Generally, a performance is given to the children during school hours, and a second performance is offered to our families in the evening.

### **Grandparents' Day**

This is a special day in the spring for Grandparents (and special friends, such as neighbors, aunts, uncles) to visit HWS. They are invited to observe the classrooms of their grandchildren and to attend a special assembly where each class gives an artistic presentation. They learn more about the school while enjoying refreshments and meeting other Grandparents in our community.

### **Spring Concert**

Classes 6-12 gather for this musical event in April or May. This is a wonderful evening in which the music department shares their work with the school community. Vocal and instrumental selections from the band, strings, orchestra, chorus and recorder are presented. Hula and Ballroom dancing are also included.

### **May Day**

May Day is the rich and colorful celebration of our Hawaiian culture and traditions. Each year the children of the 6<sup>th</sup> grade are chosen to re-enact the Ali'i of a Hawaiian royal court. In their presence, all the children, dressed in lei and costume, take part in the festivities by singing, chanting and dancing both ancient and modern hula. All are invited to this beautiful and uplifting celebration.

### **Closing Assembly**

This assembly marks the end of the school year. All the grades gather to reflect upon what has been learned and experienced and to celebrate our accomplishments together. As an echo of the opening day, the first graders join the rest of the school in bidding farewell to the seniors by presenting a rose and lei to each graduate. All families are invited to attend. The last day of school is a half day.

