



HONOLULU
WALDORF
SCHOOL
KULA HO'OMOHALA PUA

Parent Handbook
2024-2025 School Year
Issue 1

Office Contact Information

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Tax Id Numbers

State of Hawai'i Tax Id No.	GE 079722496001
Federal Tax Id No.	99-0106494

Website & General Emails

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Office Hours

Monday – Friday	7:30 am - 3:30 pm
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The office is closed during school breaks; however, administrators are available via email.

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Grades Pedagogical Mentor	Marcy Polack/ mpolack@honoluluwaldorf.org
EC Pedagogical Mentor	Cindy Sydow/ csydow@honoluluwaldorf.org

Nondiscrimination Policy

The Honolulu Waldorf School does not discriminate on the basis of any race, color, religion, gender, sexual orientation, and national or ethnic origin. All the rights, privileges, programs, and activities are generally accorded or made available to all of the students at the school. The school does not discriminate on the basis of race, color, religion, gender, sexual orientation, or national or ethnic origin in the administration of its educational policies, employment policies, athletic, or other school-administered programs.

Handbook Acknowledgment

We have developed the policies and procedures described here to support the mission and vision of our school and to build integrity, trust, and respect among all members of our school community. We hope these common expectations of conduct, academic responsibility, and communication will help us to create a healthy academic and social community.

All parents and students are expected to read this handbook, to agree to abide by its policies, and to sign and return the [Handbook Acknowledgement Form](#) to the office.

Mission Statement

At Honolulu Waldorf School, we educate each child to find meaning, passion, and purpose in life and to contribute to the creation of a better world for all. Through a curriculum based on the developmental stages of the human being and on the integration of art and academics, our children learn to meet the world with clear and creative thinking, compassion and moral strength, and with the courage and freedom to act.

CHAPTER 1 — Introduction to Waldorf Education

The Honolulu Waldorf School

Welcome to the Honolulu Waldorf School. Please take the time to read this Handbook as it contains important information for all HWS parents and students.

Honolulu Waldorf School, established in 1961, is a coeducational, independent school serving more than 150 children from early childhood through Grade 8. The campus is on a beautiful monkeypod tree-shaded two acres in Honolulu's Niu Valley. 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, and celebrated 100 years of education in September of 2019.

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

Student Goals

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

- Intellectual flexibility, independent thinking, and 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
- 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

The Honolulu Waldorf School is accredited by the Western Association of Schools and Colleges (WASC), the Hawai'i Association of Independent Schools (HAIS), and is a full member of the Association of Waldorf Schools of North America (AWSNA).

The Honolulu Waldorf School is also a member of the Interscholastic League of Honolulu (ILH). Many athletes also participate through ILH Pac-Five or through combined teams with other small schools.

For more information on Waldorf Education please visit: www.waldorfeducation.org

History of Waldorf Education

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 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 hands-on 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 and 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 more fully develops in High School (Grades 9-12) where the faculty of thinking is more directly emphasized by challenging the students 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 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.

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.

Early Childhood

For the first school experience, children are welcomed into a familiar home-like environment. Children work alongside the teacher in the many activities of preparing for festivals, cooking and baking bread, working in the garden, preparing the snack, cleaning up, playing, and caring for one another. A strong daily, weekly and yearly rhythm is established through rhyme and reverence.

The Parent/Child program supports the wonders and exploration of the first years of life in a warm, nurturing, and lively atmosphere. This is an opportunity for young children and their parents or guardians to experience the rhythms of a Waldorf Early Childhood morning once a week for two hours in quarterly sessions.

The Preschool is designed for 2.3 to 4-year-olds as a gentle introduction to school. The Preschool offers three or five days a week enrollment from 8:00 till 2:45 p.m. (Wednesdays 2:00 p.m.). In Kindergarten, each class is a blend of children from 4 to 6 years old, whose varying ages and personalities create a balanced class community. 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, positive example, and a regular rhythmical schedule in the day, week and year. This is the time to strengthen in our children those qualities of imagination, curiosity, love, and respect for all life that will sustain them throughout their lives. Children who are in their final year of Kindergarten (rising Grade 1 students) receive weekly additional lessons in literacy and movement with specialists in those fields.

Students in the Early Childhood programs are covered under the school's commercial general liability policy. A copy of the certificate is available at the Niu Valley office.

Grades

Waldorf education is noted for its integrated, 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.

Main Lesson

Every morning, the class teacher greets each child individually before the two-hour morning lesson, known as Main Lesson, begins. 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.

Subject Lessons

The Main Lesson is followed by subject lessons and skills practice. Subject lessons are taught by specialist teachers. These lessons include World Language, Music, Games and Movement, Hula, Gardening, Painting, Art, Sculpture, Handwork, and Woodworking. Every subject contributes to the development of a well-balanced individual. Beginning in Grade 1, appropriate subjects are added year by year so that all students will have had experience in Handwork, Sculpture, Woodwork, Gardening, Fine Arts, and various Movement activities, including Hula, Games, and Sports.

Music

Music permeates the Main Lesson and singing and recorder playing often fills our central courtyard as music wafts out of each classroom. Grades 1 & 2 sing and play recorders in their special music classes. Beginning in Grade 3, students may elect to participate in strings courses after school.

Art

Art is integrated throughout the school day into their Main Lesson as well as in Art classes with drawing, painting, sculpting with clay or beeswax. Students learn the language of color through watercolor painting and develop their skills in drawing through frequent practice, and their books and classroom walls are filled with the students' imaginative illustrations.

Science

Science learning begins in early childhood when children are exposed to the natural world and develop a loving relationship with the environment around them. The science curriculum is observation and experiential. Students are asked to first observe scientific phenomena, and out of their observations they come to understand scientific concepts and laws. This encourages a true interest in and love for nature and scientific inquiry.

Mathematics

Mathematics is taught both kinesthetically 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 are 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 is presented through the stories of the people and individuals in history, which helps the children to relate to their place in history.

Language Arts

The richness and beauty of the language are presented through the teacher's storytelling and recitation of verses and poems. This love of language is developed first through oral tradition, then written followed by the reading of traditional literature.

Drama

Each class participates in drama and performs a class play that comes from the curriculum content.

World Language

World languages begin in Grade 1. Language periods are taught in alternating four-week blocks of languages such as Spanish and Japanese. Students begin their study of world languages through songs, poetry, and learning about culture, customs, and lifestyles.

Practical Arts and Movement (P.E.)

Learning is strengthened and supported through practical experience and movement. All students, beginning in Grade 1, participate in Handwork, Sculpture, Woodwork, Gardening, Fine Arts classes, Games, and Movement. Woodwork classes begin in Middle School and students carve bowls, spoons, make boxes, and participate in coppersmith work. In Gardening classes, students work the soil, compost, cultivate plants, and learn about native plants and caring for their school grounds.

Handwork

The Handwork program develops fine motor skills, connects both hemispheres of the brain, and strengthens the will of a child. Skills learned between Grades 1-8 include knitting, crocheting, cross-stitching, hand-sewing, felting, and use of the sewing machine.

Hawaiian Studies

Hula, mele, oli, and traditional Hawaiian values and crafts are taught in all Grades and each year students perform during our May Day Festival.

Athletics

The Honolulu Waldorf School Athletics Program provides a healthy balance of love of learning, academic rigor, and

athletics by implementing a holistic approach to sports. We promote self-discipline and cultivate a positive athletic experience that provides opportunities to compete without losing sight of the educational values of sportsmanship, determination, and respect for self and others.

The Honolulu Waldorf School is also a member of the Interscholastic League of Hawai'i (ILH) athletic league. ILH sports are open to students in Grades 7-8.

Please contact the school's Athletic Director, athleticdirector@honoluluwaldorf.org for more information about ILH sports. Additional athletic fees may apply.

School Activities

The Honolulu Waldorf School believes that education and development extend far beyond the classroom. Accordingly, we offer a wide variety of activities and programs for students during the school year, some of which might be considered unusual in other schools, but which reflect deeply who we are as a school.

Examples of activities and programs typically offered include, but are not limited to:

- Activities off-campus, including activities on sidewalks, driveways, parking lots, and in nearby neighborhoods
- Playing in nearby public and private parks
- Riding on buses, both private and public, or in private vehicles
- Movement activities, such as public service work, hiking, and hula
- Sports activities, such as soccer, football, dodgeball, frisbee, baseball, basketball, volleyball, tennis, archery, running games, and other games and movement activities that may have physical contact
- Certain high-risk activities, such as archery, javelin, gardening, jewelry-making, stone-carving, bone-carving, copper smithing, woodworking, clay work, and mosaics
- Experiments in classes with fire, gasses, chemicals, and other materials
- Off-Campus Trips

Families have voluntarily enrolled their students in the Honolulu Waldorf School and their participation in such activities is an integral part of the curriculum and experience. Students and parents understand and accept the risks inherent in these activities and programs when deciding to enroll at the Honolulu Waldorf School.

Student Support

Our Learning Support Specialist provides support for students, faculty, and families. We recognize our children as individuals, and every child from time to time needs some individualized support. When these needs exceed what a teacher can provide in the classroom, our Learning Specialist will step in to help. There are a variety of ways in which this may happen. For example, classroom observation, teacher support, meeting with students 1-1 or in small groups, communication, and/or conferences with parents. We may recommend and refer students, who demonstrate ongoing patterns of concern, for outside evaluations and/or support.

Additionally, reasonable accommodations will be provided for students with diagnosed learning differences, or students who demonstrate a need. A "reasonable" accommodation means the accommodation is within the school's resources and it does not disrupt the general learning environment. Our Learning Specialist will assist students, faculty, and parents with implementing accommodations.

CHAPTER 2 — School Structure

School Organization & Administrative Functions

Board of Trustees

Board members hold fiduciary responsibilities that include fiscal, financial, and legal oversight, setting the Organization's mission, long-term strategic planning, and fund development. The Board consists of parents, faculty, and outside community members who are committed to the Organization's mission and vision. The Board hires, evaluates, and works closely with the Head of School. The Board is not involved in the day-to-day operations of the Organization.

Head of School

With a strong personal value and commitment to collaboration, the Head of School oversees and is responsible for all operations of the Organization including the educational program, finances, facilities, business, admissions, advancement, communications, works directly with parents, and serves as the leader and direct supervisor for all faculty and staff. The Head of School is employed and evaluated annually by the Board of Trustees. The Head of School is the Organization's liaison with the Board of Trustees and works closely with the Board Chair as well as Board Members.

Administrative Staff

Administrative staff members support the work of the teachers as expressed in the 'Teacher's Vision.' To do so it is essential that they too carry the understanding of the Organization's philosophy and mission in our hearts and minds. Regular attendance at Faculty and Staff meetings is important for our understanding of the life of the school, for learning the current and future areas where our support is called for, and for the deepening of professional and collegial relationships. The administration seeks to work in a way that is "user-friendly," transparent, responsive, timely, and warm.

Administrative Staff Members function in vital roles such as enrollment, marketing and communications, financial management, advancement, facilities management, and technology. The Administrative Staff sees to the details of the daily running of the Organization so that students can learn, teachers can teach, and parents and Board members can be assured that the Organization is functioning well. The Head of School leads the Administrative Staff.

Advisory Committee

The Advisory Committee is comprised of Program Directors, Committee and Department Chairs, the Head of School, and pedagogical mentors. The Advisory Committee collaborates together to make programmatic decisions, implement pedagogical operations, lead meetings, and work directly with the Faculty.

Bookkeeping and Accounting / School Finance

The Head of School and Director of Finances are responsible for overseeing the school's finances. To assist with this work, Honolulu Waldorf School is supported by third-party accounting firms and payroll services. Any questions regarding budget, reimbursements, and payroll should be brought to the Head of School and Director of Finance. It is unlikely that faculty and staff will need to directly communicate with third parties.

Collegium

Full-time, salaried faculty and staff members comprise the Collegium and are committed to the principles of Waldorf education and the Honolulu Waldorf School. Collegium meetings are designated for intentional study and work to further develop our professional practice and strengthen/grow the Organization while staying grounded in our mission and values.

College of Teachers

Honolulu Waldorf School College of Teachers is an opportunity for faculty, administration, and Board members to voluntarily come together for Study. Through study and reflective discussion, we deepen our work with the principles of Waldorf education and our spiritual commitment to the Organization. The College of Teachers does not make decisions for the Organization. The College of Teachers is responsible for holding the larger spiritual aspects of the Organization and deepening the strength of our mission.

Committees

Committees are given the responsibility to make recommendations and decisions in the areas assigned. Decisions are made with support and/or collaboration with the Head of School. Groups can co-opt members of the community to assist in fulfilling group tasks. Committees will be determined at the start of the year by the faculty, based on their areas of passion, interest, and the Organization's goals.

Departments

While the faculty and staff work 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 Grade 8. Each department meets at least semi-monthly to discuss the children, the festival life, curriculum needs, and relevant business pertaining to the department. Decisions are made as needed. The departments include Early Childhood, Grades, and Middle School.

Director of Admissions & Finance Administrator

The Director of Admissions & Finance Administrator is responsible for welcoming all new, prospective and current families at Honolulu Waldorf School. This person organizes and facilitates all tours, the admissions, enrollment, and re-enrollment processes, and advises families through the tuition assistance program. This person collaborates with the Director of Marketing and Communications to promote the school, representing Honolulu Waldorf School at outreach events both on and off campus. This person also supports our parent community, works directly with our Parent Hui, and helps to keep our parents connected and engaged in the school.

Director of Marketing and Communications

The Director of Marketing and Communications is responsible for creating, implementing, and measuring the success of comprehensive marketing, communications, and public relations program that will enhance the Organization's image and position within the marketplace and the general public. This person facilitates internal and external school communications, all Organization marketing, communications, and public relations activities and materials including social media platforms, publications, media relations, client acquisition, and so forth. This person ensures articulation of the Honolulu Waldorf School's desired image and position, assures consistent communication of image and position throughout the school, and assures communication of image and position to all constituencies, both internal and external.

Institutional Advancement Officer

The Institutional Advancement Officer is responsible for all activities that advance the school. These include writing grants, friend-raising, and fundraising, fundraising events, the annual fund. This person also works to cultivate and maintain relationships including community outreach, alumni, neighbors, Parent Hui, donors, as well as workplace recognition and celebrations. Please see the Institutional Advancement Officer for all matters related to donations, fundraising ideas, potential donors, and community relations.

Facilities

Facilities are managed by the Facilities Manager, who supervises the maintenance and development of buildings and grounds on a daily, monthly, and yearly basis. The Facilities Manager can be contacted and will be available when needed during the school day and on weekends for special events. Please contact the Facilities Manager with questions regarding cleaning, repairs, and maintenance.

Niu Office

The staff in the front office and double-door office includes our **Director of Finances & Admissions, Officer of Institutional Advancement, and Director of Health & Athletics**. The front office staff offers support to the parents, teachers, admin staff, and students. They greet visitors, answer phone calls, distribute mail, assist teachers, and ensure that office equipment is functioning and supplies are stocked. Our Director of Health & Athletics works in our nearby, double-door office and is responsible for responding to all injuries, caring for children who become ill during the day, ensuring that health and safety policies and procedures are implemented and followed, and maintaining the school's health records as required by law. The Director of Finance & Admissions processes payroll in collaboration with ProService, maintains and manages student records, supports families in the admissions process, assists with financial tasks such as financial transactions that occur in the office, and works with Accumulus. The Institutional Officer of Advancement supports the school's fundraising events, along with donor and alumni relations. All front office staff lead or support special projects as directed by the Head of School.

CHAPTER 3 — Communication and Community

Email is the primary method for school-wide 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. Information pertaining to an individual child or parents or guardians of the child shall not be disclosed to persons other than the School's staff, teachers and appointed school chaperones unless the parents or guardians of the child grant written permission for the disclosure or an emergency arises.

The Director of Marketing and Communications also regularly updates the school's website and social media accounts. Please reference the website for information about policies, procedures, forms, calendars, and school-wide news. Follow our social media for school celebrations, announcements, events, etc.

Whenever possible, changes to the school's policies will be provided to the school community 30-days prior to the effective change date.

Class Meetings

Class evenings are scheduled throughout the school year, and are typically held after school in the classroom. These 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.

Class Parent Reps

The Class Parent Reps are two parents who volunteer and serve as point persons for their child's Class Teacher. Class Parent Reps are responsible for disseminating teacher-approved class news and supporting class activities, field trips, and the class's participation in school festivals and fundraisers*. Class Parent Reps welcome new families into the school and serve as a bridge between Honolulu Waldorf School and all families. Class Parent Reps meet as a group with the Parent Hui throughout the school year and report any important news to their classes.

*All fundraisers and off-campus activities **must** be approved by the Head of School prior to the planning and coordinating process.

Communication and Faculty

Faculty members value communication with parents concerning their children. Please email the teacher directly or call the school to leave a message and the teacher will respond. Each class teacher will inform you during class meetings, or by letter, the times they are available by phone. Please be mindful of the morning time before classes begin. Teachers use this time to prepare for the day and may not always be available for discussion. You may also contact the Head of School and/or the Social Emotional Learning Specialist at any time to share questions or concerns.

A complete list of faculty and staff members is available on our school website as well as in this parent handbook.

Communication and Resolution Pathways

If we constantly teach, support, and assist direct communication, the bulk of inquiries, differences or conflicts should be resolved. Respect is a prerequisite for effective dialog. Respectful qualities of language and speaking, listening, consideration of other views, and equality are supported and required at Honolulu Waldorf School.

Parent-Teacher Communications

- First, the parent and teacher speak directly with each other and attempt to resolve the concern.
- If that is insufficient or unsuccessful, the parent or teacher will notify the Head of School who will assist in resolving the issue. The Head of School may invite others to join the conversation such as the Emotional-Social Specialist, Learning Specialist, Department Chair, Pedagogical Mentor, etc. The appropriate choice will be made to promote a feeling of competence, safety, and neutrality.

Student-Teacher Communication

- Students will communicate any questions or concerns directly with the teacher for discussion.
- If the student still feels there is a reason for concern, the class teacher, Student support staff, Department Chair, or Pedagogical Mentor will join the conversation and mediate between the student and teacher. The Head of School will be notified of the concern. If a concern between a student and teacher remains, the Head of School may join to help resolve depending on the circumstances.
- Students are encouraged to also review and discuss their questions and concerns with their parents. Parents are encouraged to support their children's autonomy but are welcome to join the conversation if needed at any point.

Student-Student Communication

- Students will communicate any concerns with a fellow student directly with the student involved. If a concern is still present, it should be brought to the class teacher or the Social and Emotional Learning Specialist for resolution.
- The Head of School must be made aware of issues that involve (or accuse) a student of a serious code of conduct offense, such as bullying, harassment, and inappropriate/sexual conduct. In these circumstances, the Head of School will join the team to help resolve the issue and communicate with parents. If the complaint falls under Title IX, the Organization will follow its Title IX policy and procedures.

Parent-Administrative Communication

- Parents should communicate directly with the administrator involved.
- If the parent still holds a concern, the parent will speak with the Head of School.
- If the concern is with the Head of School, parents should speak with the Board President.
- If the matter under consideration involves a pedagogical issue, then the Pedagogical mentor, Department Chair, or Program Director will be invited into the conversation as well as teachers when appropriate.

Teacher-Teacher Communication

- Teachers will speak directly with each other if they have any concerns. If the concern remains, the teacher is encouraged to include a Department Chair, Program Director, Pedagogical Mentor, or Social and Emotional Learning Specialist, who will best facilitate communication. The Head of School must be notified of the concern and will determine if/when to assist or take charge of the process to resolve the issue raised.

Teacher-Administrative Communication

- The teacher and administrator will speak directly with each other when they have a concern.
- If there is still a concern, the Head of School, and possibly a member of the Advisory Committee, will be involved. If the concern is with the conduct of the Head of School, the teacher should speak with a ProService HR consultant.

Community Education

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; take an adult education course or curriculum workshop; attend class meetings, lectures, and presentations; or read books on Waldorf education. Books are available for parents to borrow from the school. Teachers and staff are also available to answer questions about the school and its philosophy.

Email Blasts/ E-News/Newsletters

Email announcements and newsletters are sent to all families with reminders about all school events, class evenings, tuition and business office deadlines, school holidays, and any time-sensitive messages. Please notify your Class Parent reps if you are unable to communicate by email, so other modes of communication can be arranged.

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 reminders of events
- HWS late-breaking news
- HWS important deadlines

Out of respect for this policy and fellow parents, please refrain from generating emails regarding:

- 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

Email (or any means of communication) should not be used to generate negative conversations within a class. If you have concerns, please follow the procedure for addressing them stated earlier in the handbook.

Emergency Text Message Service

HWS has an emergency text messaging service that we utilize for emergency information or alerts only (normal text messaging rates will apply through your mobile provider). Parents/Guardians - please provide mobile numbers to the school. An email message with instructions on how to “Opt-In” for this service is distributed to families in the early days of the new school year. The school’s texting number is not able to receive text messages; we only send them out, as this form of communication will be used for emergencies only.

Monkeypod.io (School’s Database)

The school uses Monkeypod.io to manage contact information, including email addresses and mobile phone numbers. Please make sure your contact information is correct with the school. If you need to make a change, please email niuoffice@honoluluwaldorf.org and the office staff will log that necessary changes in your account.

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 within the school 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. To volunteer, please start by contacting our Parent Hui Chairperson.

Parents with a criminal history who have been convicted of an offense for which incarceration is a sentencing option may not volunteer for school activities that have the potential to be in close proximity to children.

Chaperones for certain kinds of excursions may be required to complete fingerprinting and background checks.

Website

Here you will find the school calendar for the year, all school news and events, school parent handbook, forms, admission, curriculum, development, alumni information, and more. The address is www.honoluluwaldorf.org

CHAPTER 4 — Early Childhood Programs

We offer three programs for Early Childhood: Parent/Child for children under 2.6 years old and their parent/s, Preschool for 2.3 – 4 years old, and a mixed-age Kindergarten for 4 – 6 years old. The school retains the right not to accept and/or terminate a student’s enrollment in the school. However, the school accepts students of all backgrounds (see nondiscrimination statement).

Class Meetings

Class evenings are scheduled throughout the school year and are typically held after school 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.

Class Parent Reps

Class Parent Reps are two parent volunteers who serves as the point person for his/her child’s Class Teacher. Class Parent Reps are responsible for disseminating teacher-approved class news and coordinating class activities, field trips, and the class’s participation in school festivals and fundraisers. Class Parent Reps welcome new families into the

school and serve as a bridge between Honolulu Waldorf School and all families. Class Parent Reps meet as a group with the Parent Hui throughout the school year and report any important news to their classes.

*All fundraisers and off-campus activities **must** be approved by the Head of School prior to the planning and coordinating process.

Communication and Community

Email is the primary method for school-wide 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. Emails/Eblasts/Newsletters are sent out regularly to keep the community updated on school events.

Information about an individual child, or parents or guardians of the child, shall not be disclosed to persons other than the School's staff, teachers, and appointed school chaperones unless the parents or guardians of the child grant written permission for the disclosure or an emergency arises.

Valuable information available on the school's website includes (but is not limited to) the following:

- Calendar (Monthly listings of events listed for the year along with school holidays and noon dismissal)
- Forms
- Student Absences & Tardiness
- School Parent Handbook and the COVID-19 Health and Safety Response Plan
- Emergency & Disaster Policies
- Health and Welfare

Managing Student Behavior - Procedures

General Policy

Children are children, which means they are growing and learning how to self-monitor and regulate their emotions, interact appropriately in social situations, and find the best ways to express themselves. "Behavior" is a form of communication, not a personal action against a member of the community. All kids are valued and seen as good and come to school with the intention to do and be their best. When students are unable to conduct themselves in a way that supports the community, faculty, and staff will work with the child to help them grow and learn.

When there is a pattern to a child's behavior that continues despite feedback, natural consequences, and support from the teacher, and/or is highly disruptive and/or harmful to anyone or anything in the community, additional support will be put in place. This includes working with the Student Support Services staff, meeting with the Department Chair, and communicating concerns with the Head of School. At any point, if it is determined that parent communication and/or conference is necessary, the Head of School must be informed and may choose to be present during the meeting. All situations that require support beyond the typical school day, or constitute a pattern of behavior, must be noted and filed; all communications with parents including phone calls, email communications, written communications, and face-to-face meetings must be documented and filed. Communication regarding student behavior should not be through text messaging. Everyone will work together as a team to best support the child.

Only the Head of School or Student Support Staff may make recommendations to parents for outside services such as counseling, tutoring, or evaluations. Only the Head of School may discuss or institute serious consequences such as suspension and expulsion from school. The Head of School may decide at any time to immediately dismiss a student who demonstrates behavior that is a direct threat to the safety of others in the community. Under no circumstance should an adult in the community humiliate, bully, threaten, or aggressively scold/yell at a child. Under no circumstances will corporal punishment be used by any member of the community.

Mandatory Reporting

As educators and school employees, all faculty and staff are considered mandated reporters by Hawai'i State law. This means that if a child reports they are or were abused, or a faculty or staff member suspects that a child has been or is being abused, they must file a report. It is school policy that the school does not confirm or deny with parents, family, or members of the community, whether a report was filed with CPS for a child.

Student Incidents and/or Behavioral concerns

Incidents that occur and fall outside typical behaviors must be communicated and documented. Incidents must be reported to the Head of School immediately. Parents will then be notified by the teacher, support staff, or the Head of School. Depending on the situation, further actions such as an investigation may be warranted; which will be determined by the Head of School and communicated to all involved parties. When an incident occurs, teachers must write a detailed account of the incident using the school's incident report form. The form must be turned in to the office for filing, and a copy will be shared with the parents of the children involved.

If the teacher observes a pattern of behavior that is not appropriate or is negatively affecting the child or the class, the teacher will notify the Head of School and seek support from others such as Student Support Services, Department Chair, Pedagogical Mentor, or a Program Director. The teacher will notify parents about the observed behavior and the school's plan of action to address it. Support specialists and/or others listed above may team up with a teacher to communicate with parents. If needed, a conference with the parents will be arranged then, or if the behavior continues. During the conferences, there will be suggestions offered on the different approaches that can help the child. Notes will be recorded and filed. The Head of School and/or a Student Support Specialist will be present at all parent meetings of this nature.

After all approaches are implemented by teacher and student support staff, and there is no improvement, then another conference will be held with the parents where the situation will be re-evaluated. At that point, a specific plan and/or probationary period may be put in place. This may include recommendations for outside evaluations, counseling, etc. In nearly all situations, this level of intervention is sufficient. However, in the rare case that progress does not occur, or behaviors exacerbate after this conference/plan, the parents will be notified by the Head of School that we may terminate enrollment. The class lead teacher(s), Student Support Staff, Department Chair or Program Director, Pedagogical Mentor, and the Head of School will meet to make a decision about dismissal. The final decision, however, about the dismissal of a student rests with the Head of School. If the dismissal of the student is determined, there will be another meeting with the parents and the Head of School about the decision.

*The Head of School may decide at any time to immediately dismiss a student who demonstrates behavior that is a direct threat to the safety of others in the community. In these kinds of rare circumstances, the Head of School may not be able to share details with the faculty, staff, or other members of the community.

Dress Code

Children need to wear appropriate clothing for running, climbing, and playing. Clothes should be free of media and advertising images. Costumes are only appropriate on Halloween or festival occasions. Children are expected to have a pair of closed-toe shoes at school every day, either with a back-strap or completely enclosed. Closed-toe shoes are mandatory for daily visits to the largest yard. Please also provide a labeled bag with an extra full set of clothing in case your child gets wet or muddy, and a rain jacket that can stay at school throughout the year. Please ensure that long hair does not cover your child's face or eyes. If your child is in the preschool class and transitioning from diapers to underwear, please provide diapers and wipes (labeled with your child's name).

Emergency Medical Care

In case of an accident or emergency, it shall be our policy to contact the parent listed first in our database, unless otherwise specified. If we are unable to locate a parent, the physician or emergency contact who is noted in the BigSIS school database will be called and their advice followed.

In the absence of the above, or if the child needs immediate medical attention, we will call for an ambulance and the child will be taken to the nearest medical facility (Kapiolani Medical Center), or a hospital designated by the emergency medical care team. The school is not responsible for medical expenses incurred in emergency treatment. In the event of an emergency, the school will disclose information about the individual child or parent/guardian to medical staff.

Medication will be administered ONLY under the following conditions:

- Parents must provide the office with a completed and signed "Administration/Storage of Medication" form, located on our website under "Forms"
- Medication must be prescribed by the physician. Over-the-counter medications must be in the original container

- Label must have each child's name on it. The date of administration must occur before the expiration date of the medication
- Name of the medication and directions for its administration from the doctor must be clear
- Parents shall bring the medication to school and sign for the medication on the forms provided
- HWS shall not be responsible for treatments such as soaks, eyewashes or dressing changes

Health and Medical Requirements*

All children enrolled in the Early Childhood Program are required by the State of Hawai'i to have a certificate of Tuberculosis (TB) examination, which must be completed within one year before first entrance into school in Hawai'i. The TB clearance must be submitted to the school before the child is allowed to attend school.

Each child is required to have a physical examination prior to their entrance into school, and again at Grade 7. Student Athletes are required to have annual physical exams to participate in ILH sports. The physical and immunization record as well as T.B. screening results must be recorded on the Form 14 provided by your physician. A copy of this record shall be turned in to the school and remains in the school file at all times. An updated Form 14 should be turned into the office each time your child receives additional vaccines or has new health information. Parents have the option to request an exemption to immunizations. The exemption forms are available from the school office. The school will accept out-of-state records that meet the State of Hawai'i requirements for the physical examination, tuberculosis examination, and immunizations.

All recommendations regarding special care should be noted by your child's physician. Dietary restrictions should be noted by your physician including exclusion of dairy from the diet or nut allergies.

If your child has a fever or contagious illness or disease, they may not be sent to school; sick children are not permitted in school.

We shall assume that a child is ill if:

- They have an elevated temperature of 100 more
- They have vomiting or diarrhea, with or without fever
- They cry and complain of pain (earache, headache, toothache, stomachache, etc.) with or without fever

Upon returning to school, a child with a contagious illness or disease must have a doctor's note certifying that they are able to return. A child with a fever or diarrhea must be free of symptoms for 48 hours; without fever-reducing medication prior to returning to school.

Our Health Coordinator is responsible for tending to injured and sick children. The Health Coordinator also oversees health records and assesses/updates our health and safety procedures. Teachers cannot administer any medications nor supervise a sick child; however, all teachers are trained in emergency first aid. Each classroom has a first aid kit available for use in the case of injury, and there are three AEDs at various locations throughout the campus.

*For the 2024-2025 school year, please see our COVID-19 Health and Safety Response Plan as an addendum to this section.

Media Exposure

The Honolulu Waldorf School is committed to supporting whole-child health. We understand that the use of screens – i.e., tablets, television, iPhones, movies, and all other electronic media, is not beneficial to the development of the growing child's physical, social-emotional, cognitive, and spiritual well-being. While the noticeable effects of screens will vary from child to child, some of the negative effects that we see include: shortened attention spans and inability to concentrate, reduced ability for delayed gratification and perseverance, increased behavioral issues and emotional outbursts, increased hyperactivity, reduced social capacities and skills, and a weakened capacity for learning, playing, and imagination. For the young child, it is best for their overall development to have no exposure to screens. We understand that this is challenging for many families in this day in age and yet it is most supportive to the individual child, as well as the community as a whole, if we are all striving to limit screen exposure and to be diligent in protecting the children from inappropriate content. Therefore, we strongly recommend no media /screens during the school week and only minimal exposure on the weekend, with a high discernment for age-appropriate material.

Nutrition

Nutritious snacks are provided by the school. Snacks of natural whole grain ingredients, fruit and vegetables are prepared at school. Dairy, or an alternative for those who are allergic, is provided at snack time. Parents are expected to send in a nutritious lunch for their child when the child is staying all day. Homemade, natural food is preferred. Please send your child with water only to drink. Drinking fountains are available to refill containers throughout the day.

Our nutritious (organic where possible) mid-morning snacks are:

Monday: Brown rice and fresh fruit or vegetable

Tuesday: Oatmeal with raisins and fresh fruit

Wednesday: Quinoa or barley and fresh fruit or vegetable

Thursday: Brown rice or millet and fresh fruit or vegetable

Friday: Homemade bread, cheese and fresh fruit or vegetable

Allergies to food, including dairy restrictions, shall be noted in writing by the parent and signed by or accompanied by a signed note from the physician. Allergies shall be noted on the child's emergency record in BigSIS. The school will try to accommodate the special dietary needs of children with allergies, religious restrictions, etc. If the school is unable to meet these needs, parents may be requested to provide a snack from home for their child.

Early Childhood Extended Care Program

**Based on low interest, there is currently no After School Care Program Offered for the 2024-2025 School Year*

Early Childhood Extended Care is available for Early Childhood students (age 4-7) currently registered in our preschool and kindergarten classes, for an additional fee. The 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. Craft projects, occasional special events, and a daily snack are provided.

Enrollment in the program is limited and filled on a first-come, first-served basis. Please refer to the Early Childhood Extended Care Registration Form for the fee breakdown. The Early Childhood Extended Care program runs Monday through Friday, beginning at 2:15 p.m. on Wednesday and 3:00 p.m. on Monday, Tuesday, Thursday and Friday. Extended Care ends promptly at 4:00 p.m. For children in the Early Childhood Extended Care program who are not picked up by 4:00 p.m. a late pickup fee of \$5.00 per each five-minute increment or any part thereof will be charged.

Arrangements for Early Childhood Extended Care are made in advance through the school office. Please call 808-377-5471 to check on daily available space, and to make arrangements for drop-in care if needed. Note spaces for drop in are limited so requests for care should be made at least 2 days prior to the day it is required to ensure adequate staffing & snack is available.

Children checked into the Extended Care program must be signed out by a parent or authorized adult.

Other General Early Childhood Information

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.

General Liability Policy: Students in the Early Childhood programs are covered under the school's commercial general liability policy. A copy of the certificate is available at the Niu Valley office.

Fundraising: Fundraising activities at the Honolulu Waldorf School will not include activities which exploit children or staff, nor will it include activities that are detrimental to HWS programs.

Transportation: HWS is not responsible for transporting students to school.

Home, Rhythm: 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 a consistent bedtime routine, so that children are getting adequate hours of sleep for their age. The preschool and kindergarten age child needs at least 10 ½ -12 hrs. of sleep every night. This routine is very important in supporting children's cognitive, physical, and social-emotional development. Nutrition and healthy eating habits are also important to the growing child. A breakfast with

protein and low in sugar gives your child the best start to their school day. Eating at least one meal together as a family, where parents and children engage in conversation, and where parents can model good eating habits and manners is essential to self-help skills and social development. 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.

Scheduled Parent/Teacher Conferences: Here you can discuss your child's progress in the group and his/her individual strengths and challenges. They are held twice a year.

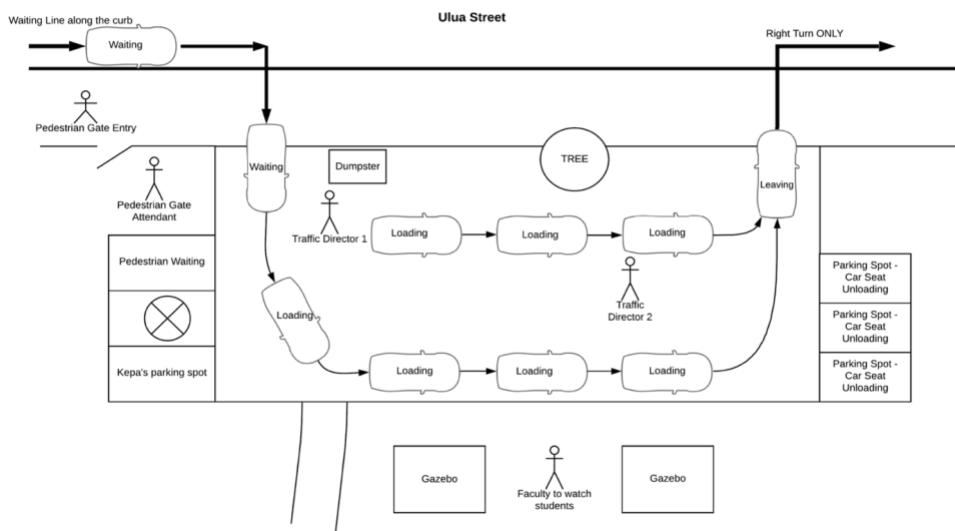
Toys from Home: The toys in our classrooms are simple and often handmade. They are part of a carefully planned environment that is created to enhance imaginative play. Please keep personal items at home. Children may, however, bring one special item to sleep with, such as a soft, small toy for naptime.

Arrival and Dismissal*

Arrivals/Drop-Off and Departures/Pick-Up Information and Procedures

- We stagger our drop-off/arrival times as well as our pick-up/departure times. Families sign-up for times using the sign-up link provided from the office.
- We ask for parents/students to arrive from the 'Āina Haina side, and to use the parking/ drive-through as check-in/drop-off, as well as for all pick-ups from the school (please see below for diagrams). All members of the community should complete the COVID-19 home health screening prior to coming to campus
 - **We ask parents to remain in their cars unless they need to unbuckle/buckle children back into their car seats.**
 - If a parent needs additional time to help their child out of/into their car seat, you will be directed to one of three parking spots to allow for this. Please move forward to one of these spots when directed.

Student Drop-off and Pick-up Diagram



Parent Child Program

The Parent Child Program meets weekly on a quarterly basis. It is an opportunity for young children and their parents or guardians to experience the rhythms of a Waldorf Early Childhood morning. The class runs for a period of two hours each session. For program registration information please call the front office or refer to the Honolulu Waldorf School website.

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 teacher.

Parent Child Daily Schedule Example

- 9:30 am Arrival; Outdoor Play
- 10:00 am Transition to indoors

10:15 am Snack
10:45 am Clean up
10:50 am Circle and Puppet Story
11:00 am Goodbye

Clothing: Please dress your children in clothes to play in! There will be lots of digging in the sandbox and water play, so they may need a change of clothes as well. We will play outside as long as the weather permits. If it is cold, please keep your child's shoes on and bring a sweater or jacket.

Parent Role: Young children learn through their senses and through imitation. The atmosphere created by adults engaged in meaningful activity creates a protective and nurturing environment for the child. The child can either help with the activity or explore the room/yard confidently on his or her own. Play is the young child's work. When they are surrounded by calm, productive adults, they are provided the substance for imaginative play. Here are some suggestions for adult work: raking, sweeping, watering the plants, pulling children in the wagon, and washing snack dishes and napkins. There will also be craft activities for the parents at least every other week. Please socialize, ask questions, and talk story while you are occupied.

Parents are responsible for their own children during the parent child class and need to be attentive to them at all times.

Rhythm and Repetition: You will be hearing these words often! Very young children delight in and are nurtured by familiarity. Knowing what to expect and what comes next gives them a healthy sense of security. For this reason, we repeat the same songs and rhymes. It may seem boring for us as adults, but children under five never seem to tire of hearing the same songs and stories over and over again. So please trust that the repetition you experience in class is done out of a conscious desire to meet the needs of the child, and is not due to the teacher's lack of repertoire!

Settling Conflicts: It is important to remember that one- to three-year-olds are just beginning to learn social skills, and most simply cannot share yet. They will learn in time, but what we do is much more important than what we say at this age. Simply saying, "Noah is riding the tricycle now," and taking Daniel for a ride in the wagon, works much better than trying to explain the concept of taking turns, while Noah screams and Daniel tries to pull him off the tricycle. Redirecting in this way is not always easy, especially in a group, but it gets easier with practice.

If your child does something to disrupt, remember that it is the parent's responsibility to promptly redirect the child. It may be necessary to take them out of the room for a few minutes. This will help the teacher to continue the flow of the activity.

Snack Time: We will all sit down at our table, do a little finger play and say a blessing thanking the earth and sun for our food. All snacks provided will consist of whole grains, fruits, and water. We sweeten with maple syrup or agave syrup. If your child has any food sensitivities you are welcome to bring your own snacks.

Preschool

Children in the preschool classes range in age from 2.5 to 4 years of age. Enrollment is either a 3-day or 5-day program. Children requiring assistance in potty-training may be enrolled. In a warm and loving environment, the program offers a gentle transition to school life. This is an age in which the children are learning by imitating everything in their environment. Teachers strive to nurture the child's natural feelings of wonder and trust by creating an environment worthy of imitating. Songs, games, painting, stories and puppet shows, along with plenty of movement and imaginative play all enrich the young child's growth and development. The daily, weekly and seasonal rhythms of the program provide a bridge from home to school.

Preschool Daily Class Schedule

7:30 Arrival
7:55 School Day Begins
8:25 Circle
8:40 Outdoor Play
9:30 Snack
9:50 Inside Play
10:40 Story / Puppet Play

- 11:00 Outside Play
- 11:30 Lunch
- 12:00 Nap / Rest (Continuation for full day students)
- 1:30 Outdoor Play
- 2:00** Dismissal (Wednesday only)*
- 2:30** Dismissal (Mon./Tues./Thur./Fri.)

All children should bring a lunch to eat together at 11:30 a.m. Please send water with your child's lunch.

Kindergarten

The kindergarten classes serve children between the ages of 4 years and 6 years. 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 shows 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.

Kindergarten Daily Class Schedule

- 7:30 Arrival
- 7:55 School Day Begins
- 8:30 Circle
- 9:00 Inside Play
- 10:00 Snack
- 10:30 Outside Play / Clean-up
- 11:40 Story
- 12:00 Lunch (Continuation for full day students)
- 12:30 Read story books
- 12:45 Nap / Rest
- 1:30 Outdoor Play
- 2:00** Dismissal (Wednesday only)
- 2:30** Dismissal (Mon./Tues./Thur./Fri. only.)

CHAPTER 5 — Enrollment, Tuition Assistance and Tuition Policies

New Enrollment

Newly accepted families are mailed an enrollment packet containing an acceptance letter with next steps along with all of the required documents needed to complete enrollment. A student becomes enrolled when the school receives:

- Enrollment Agreement, signed by both parents/guardians and responsible financial third party
- Non-refundable deposit of \$750 (before June 1) or \$1,500 (after June 1) is received via cash, check or credit card. This amount is credited to the student's tuition management account
- Current TB clearance
- Completed and current Student Health Record Form 14, indicating all completed vaccinations
- All required forms (waivers, permission slips, etc.)

Re-Enrollment

Currently enrolled families will receive a packet of re-enrollment information in February. Non-refundable deposits of \$750 are due in April and will be withdrawn through the family's existing FACTS Tuition account.

FACTS is a third-party vendor retained by HWS to collect tuition and fees. All families must enroll in FACTS regardless of the tuition payment plan. FACTS tuition charges a late fee for payments received after the due date. A fee will also be assessed for any failed electronic transaction or dishonored check. FACTS tuition charges a convenience fee for credit card / debit card payments.

FACTS Customer Care Reps are available:

Monday through Thursday from 7 a.m. to 7 p.m. Central Time

Fridays 7 a.m. to 5 p.m. Central Time

Office Number: 866-441-4637 (ext. #2)

Fax Number: 866-315-9264

FACTS Customer Service: <https://online.factsmgt.com/platform/customer-service/inst/4BQWR>

Cancellation of Enrollment, Withdrawal, or Dismissal

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

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

If the dismissal is initiated by HWS, as outlined in the Enrollment Agreement, School's Right to Terminate Privilege of Attendance, all tuition and fees are due in full upon dismissal. The school retains the right to terminate enrollment at the school's sole discretion and is under no obligation to provide a reason.

Upon withdrawal or dismissal, families who participate in the school's Tuition Protection Plan (TPP) may be refunded, or released from their financial obligation, according to the policy. Details regarding the plan are available from Niu office or on our website ([click here](#)).

A Certificate of Release (Form 211) is required when a child transfers to another school.

Late Payments and Third-Party Collection

- A fee will be assessed by HWS and/or FACTS Tuition for all returned checks
- FACTS Tuition will assess a follow-up fee for all late payments
- There is a fee for payment failure or decline

The school has the right to pursue legal action for collection of all school tuition and fees due and the Parent/Guardian 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.

Requests for extensions should be made in writing or by email to the Business Office (finance@honoluluwaldorf.org).

School's Right to Terminate Privilege of Attendance

The Parent/Guardian 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 but not limited to:

- 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/Guardian to abide by HWS School policies, Standards of Conduct, rules and regulations as contained in HWS Handbook, as the same may be amended from time to time; and/or
- Student or Parent/Guardian failure to cooperate with and be respectful of HWS Faculty, Administrators, or Staff such that a breakdown in relations occurs or the educational environment is threatened or adversely affected

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

Grades After School Care

**Based on low interest, there is currently no After School Care Program Offered for the 2024-2025 School Year*

Grades After School Care is available for currently enrolled Grades 1 through 5 students for an additional fee. The 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. Craft projects, occasional special events, and a daily snack are provided.

Enrollment in the program is limited and filled on a first-come, first-served basis. Please refer to the Grades After School Care Registration Form for the fee. The After School Care program runs Monday through Friday, beginning at 2:15 p.m. on Wednesday and 3:00 p.m. on Monday, Tuesday, Thursday and Friday. Grades After School Care ends promptly at 4:30 p.m. For children in the After School Care program that are not picked up by 4:30 p.m. a late pickup fee of \$5.00 per each five-minute increment or any part thereof will be charged.

Arrangements for Grades After School Care are made in advance through the office. Please call 808-377-5471 to check on daily available space, and to make arrangements for drop-in care if needed. Note spaces for drop-in are limited so requests for care should be made at least 2 days prior to the day it is required to ensure adequate staffing is available.

Children checked into the Grades 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 Grades After School Care, the student must leave the campus and not play in the yard nor return until the following day.

There are no field trips or activities outside of the school grounds during the After School Care program.

Trip Fees

Class Overnight Trip Fees: Depending on the grade your child is entering, there may be an additional fee for Class Overnight Trips, and it is payable via the incidental billing through your FACTS account. The class overnight trip fees are nonrefundable and non-negotiable as trips are part of the curriculum. If trip fees will cause a financial hardship on a family, they should reach out to the Head of School.

Tuition and Fee Policies

Tuition and School Fees are set by the Board of Trustees and are subject to annual review. Parents should anticipate a small increase in tuition annually as the costs to operate the school also increases annually. The current Tuition and Fees Schedule for Early Childhood through Grade 8 is available in the office and on our [website](#). Tuition and fees are payable through FACTS Tuition starting June 20th of the school year, and are automatically deducted via checking/savings account or credit card (American Express, MasterCard, VISA, and Discover). A convenience fee will be assessed for credit card payments. The deposit is never refunded.

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 in a single installment due on or before June 20. 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 June 20; the balance of the tuition is due on or before November 20 of the school year. This option is not available if enrolling after October 31 of the school year; only full or monthly payments options are available. There is a fee charged by FACTS for this semester installment plan. This fee and all other non-refundable fees are included in the first payment due. Please refer to the current Tuition & Fee schedule for fees.

MONTHLY PAYMENTS: Tuition is payable in monthly installments and automatically deducted from a credit card or your checking/savings account on the 20th of the month. There is a fee charged by FACTS for this monthly installment plan. Please refer to the current Tuition & Fee schedule for fees.

This fee and all other non-refundable fees are included in the first payment due. Please refer to the current Tuition and Fee schedule for fees.

Returning families as well as new families accepted prior to the last day of the school year are billed their re-enrollment deposit in April with payments to begin in June. Please refer to the current Tuition and Fee Schedule.

Tuition Assistance

The Board of Trustees sets forth a tuition assistance program for the Honolulu Waldorf School community in order to reduce or close the gap between the set tuition and a family's ability to pay. The Tuition Assistance Committee (TAC) for the school 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.

Applications can be submitted as early as January 15th of the previous school year.

February 28th is the priority deadline for complete and verified applications for re enrolling students to be received by FACTS Grant & Aid. We do recommend applying concurrently with an admissions application.

Students must be enrolled full-time (5 Full Days) Early Childhood through Grade 8 in order to apply for tuition assistance.

Tuition Assistance applications are available only [online](http://www.factstuitionaid.com) at www.factstuitionaid.com

An application fee will be assessed by FACTS Grant & Aid Assessment. (Approx. \$40.00, subject to change)

Tuition Assistance Process

Our goal is to make it possible for all families to be able to attend our school, regardless of their financial circumstances. At the same time, the resources we have to provide assistance to families are limited. All applicants are expected to indicate the amount they can afford.

IMPORTANT PROCESS CHANGES

Complete applications must be submitted and verified on or before February 28th of the current school year to receive priority consideration for the next school year. PLEASE NOTE: This will require submission of your tax returns.

See the Complete Application Checklist Below:

All Applicants are **REQUIRED** to file an IRS 1040 regardless of income level.

Documentation regarding Submission of other financial aid applications (i.e., Preschool Open Doors, Pauahi Keiki Scholars)

When applying for a Tuition Assistance Award, here are some tips to make the process go smoothly for you:

- SUBMIT YOUR APPLICATION ONLINE ASAP to www.factstuitionaid.com
- You can submit your application as early as JANUARY 15 of the previous school year.
- Once your application has been submitted, upload your supporting documentation.
- Helpful tips when submitting documents:
- Be proactive and check on the status of your application with FACTS Grant and Aid:
- Office Number: 1-866-315-9262 / E-mail: info@factstuitionaid.com / Web: www.factsmgt.com

Complete Tuition Assistance Application Checklist:

- Verified FACTS Grant & Aid application
- Complete and signed current IRS 1040, W2, 1099, with all applicable schedules (required for all applicant)
- Divorce decree or any court-ordered support document. **BOTH** parents must provide financial documentation each year **UNLESS** the court-ordered support document indicates otherwise
- Most recent 2 pay stubs to verify income
- Copy of most recent State unemployment check (if applicable)
- Copy of any trust as it applies to the financial support of the student's education (if applicable)

For Self-Employed Applicants:

- Copy of GE license
- Annual summary and reconciliation submitted to State
- 2-4 months of Owner Draws made to establish income
- Copy of Award Letter or Documentation about any financial aid received by siblings attending other schools
- A letter addressed to the TAC that includes any further explanations or considerations to supplement your application. **PLEASE NOTE:** Providing as much information as possible for the Tuition Assistance Committee is beneficial when your application is reviewed.

Please email the business office (finance@honoluluwaldorf.org) with any questions or concerns regarding the application or the tuition assistance process, or call 808-792-4566.

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 or national origin. [Please click here to find our Tuition Assistance page on our website.](#)

CHAPTER 6 —Student Conduct, Behavioral Support, and Disciplinary Actions

Honolulu Waldorf School strives for a wholesome, stimulating environment in which all students are able to learn joyfully and to reach their fullest potential. At our school, we live aloha, and value intellectual freedom, artistic creativity, and a sense of social responsibility.

Managing Student Behaviors

General Policy

Children are children, which means they are growing and learning how to self-monitor and regulate their emotions, interact appropriately in social situations, and find the best ways to express themselves. “Behavior” is a form of communication, not a personal action against a member of the community. All kids are valued and seen as good and come to school with the intention to do and be their best. When students are unable to conduct themselves in a way that supports the community, faculty, and staff will work with the child to help them grow and learn.

When there is a pattern to a child’s behavior that continues despite feedback, natural consequences, and support from the teacher, and/or is highly disruptive and/or harmful to anyone or anything in the community, additional support will be put in place. This includes working with the Student Support Services staff, meeting with the Department Chair, and communicating concerns with the Head of School. At any point, if it is determined that parent communication and/or conference is necessary, the Head of School must be informed and may choose to be present during the meeting. All situations that require support beyond the typical school day, or constitute a pattern of behavior, must be noted and filed; all communications with parents including phone calls, email communications, written communications, and face-to-face meetings must be documented and filed. Communication regarding student behavior should not be through text messaging. Everyone will work together as a team to best support the child.

Only the Head of School or Student Support Staff may make recommendations to parents for outside services such as counseling, tutoring, or evaluations. Only the Head of School may discuss or institute serious consequences such as suspension and expulsion from school. The Head of School may decide at any time to immediately dismiss a student who demonstrates behavior that is a direct threat to the safety of others in the community. Under no circumstance should an adult in the community humiliate, bully, threaten, or aggressively scold/yell at a child. Under no circumstances will corporal punishment be used by any member of the community.

Mandatory Reporting

As educators and school employees, all faculty and staff are considered mandated reporters by Hawai’i State law. This means that if a child reports they were or are being abused, or a faculty or staff member suspects that a child has been or is currently being abused, they must file a report. It is school policy that the school does not confirm or deny with parents, family, or members of the community, whether a report was filed with CPS for a child.

Student Incidents and/or Behavioral concerns

Incidents that occur and fall outside typical behaviors must be communicated and documented. Incidents must be reported to the Head of School immediately. Parents will then be notified by the teacher, support staff, or the Head of School. Depending on the situation, further actions such as an investigation may be warranted; which will be determined by the Head of School and communicated to all involved parties. When an incident occurs, teachers must write a detailed account of the incident using the school's incident report form. The form must be turned in to the office for filing, and a copy will be shared with the parents of the children involved.

If the teacher observes a pattern of behavior that is not appropriate or is negatively affecting the child or the class, the teacher will notify the Head of School and seek support from others such as Student Support Services, Department Chair, Pedagogical Mentor, or a Program Director. The teacher will notify parents about the observed behavior and the school's plan of action to address it. Support specialists and/or others listed above may team up with a teacher to communicate with parents. If needed, a conference with the parents will be arranged then, or if the behavior continues. During the conferences, there will be suggestions offered on the different approaches that can help the child. Notes will be recorded and filed. The Head of School and/or a Student Support Specialist will be present at all parent meetings of this nature.

After all approaches are implemented by teacher and student support staff, and there is no improvement, then another conference will be held with the parents where the situation will be re-evaluated. At that point, a specific plan and/or probationary period may be put in place. This may include recommendations for outside evaluations, counseling, etc. In nearly all situations, this level of intervention is sufficient. However, in the rare case that progress does not occur, or behaviors exacerbate after this conference/plan, the parents will be notified by the Head of School that we may terminate enrollment. The class lead teacher(s), Student Support Staff, Department Chair or Program Director, Pedagogical Mentor, and the Head of School will meet to make a decision about dismissal. The final decision, however, about the dismissal of a student rests with the Head of School. If the dismissal of the student is determined, there will be another meeting with the parents and the Head of School about the decision.

*The Head of School may decide at any time to immediately dismiss a student who demonstrates behavior that is a direct threat to the safety of others in the community. In these kinds of rare circumstances, the Head of School may not be able to share details with the faculty, staff, or other members of the community.

Code of Conduct Specific to Grades 1- 8

Honolulu Waldorf School provides a wholesome, stimulating environment in which all students are able to learn joyfully and reach their fullest potential. At our school, we live aloha and strive for intellectual freedom, artistic creativity, and a sense of social responsibility.

Expectations

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. These values are seen as "guiding stars" to help us find the light within everyone and assist us when we need support.

Guiding Stars for students:

"Akahai" means kindness to be expressed with tenderness;

- To be courteous in word and deed towards teachers, staff, other students, and visitors.
- To treat all property, including one's own with care.

"Lōkahi" means unity, to be expressed with harmony;

- To remember that everyone's personal safety and well-being come foremost
- To respect and abide by all school rules.

"Olu'olu" means agreeable, to be expressed with pleasantness;

- To maintain orderly conduct in classrooms, school grounds, and on school excursions.
- To follow directions given by teachers in class and at school events.

"Ha'aha'a" means humility, to be expressed with modesty;

- To be selfless and giving to others.

- To be a team player and show good sportsmanship.
- To dress for success, wear a school shirt and other clothing that is conducive to learning and play.

"Ahonui" means patience, to be expressed with perseverance.

- To strive for excellence in all that you do.

Self-Regulation and Restorative Justice Practices

School is not just about academic growth. A child's social-emotional growth is equally important. Our goals include teaching children how to:

- manage conflicts appropriately,
- accept responsibility for their actions,
- apologize for and correct missteps,
- develop self-awareness,
- learn to effectively self-regulate their own emotions,
- learn to advocate for themselves and their needs,
- engage in healthy friendships with peers,
- set personal boundaries.

Teachers are the primary caregivers for the children, and when under their care, teachers will support students daily by understanding each child and building a relationship with them, using a variety of classroom management techniques, and communicating regularly with parents. This is necessary to maintain a conducive learning environment for the students. When a student continues to struggle to adhere to their behavioral responsibilities, and/or an incident occurs that requires a restorative process, various interventions are implemented depending on the age of the student and their needs. The following are some examples:

- Faculty may send students (in Grades 1 - 8) to "Take a Break" in the double-door office where the student is met by the school's Health & Athletics Director. The Health & Athletics Director will ask the student to reflect and share what happened and will then send the child back into their learning environment. The Director of Health & Athletics will follow up with the referring teacher and/or class teacher to communicate what was shared.
- **Students in grades 1 through 8 can refer themselves, "ask to take a break", at any time.** This is to encourage and help students to develop their ability to monitor and regulate their emotions independently. If a student is frequently requesting to take a break, the class teacher and parents will discuss and address why the student is requesting frequent breaks.
- Faculty may consult with the school's Learning Specialist to help determine if an underlying learning challenge may be the root of an ongoing pattern of behavior. The Learning Specialist will observe the student speak with all of the student's teachers. Parents will be notified by the class teacher and Learning Specialist to share their observations and notes and determine what next steps may be helpful.
- Faculty may consult with the school's Pedagogical mentor and/or Department Director. These professionals will observe the class and assist the teacher with recommendations for their instruction and/or classroom management practices that might help to address patterns of student behaviors.
- Parents will be notified by the class teacher to communicate about any incidents or ongoing behavioral concerns, and work together on any next steps that may be necessary.

Harmful Behaviors

Behaviors are considered harmful when they are persistent, prolonged, and/or deliberate, and they affect the physical, social, or emotional health of another student, the class, and/or Organization. These kinds of behaviors require additional support and a behavior plan meeting with parents. Behavior plan meetings may include the teacher(s), the Learning Specialist, the Department Director, and the Head of School to discuss appropriate support and interventions. Examples of harmful behavior include:

- Violent or physically aggressive: e.g.: poking, pushing, hitting, kicking, biting, pinching, tripping, punching, hair-pulling, spitting, throwing objects at a person, etc.
- Verbally harmful or aggressive: e.g.: put-downs, name-calling, insults, teasing, derogatory language or threats, malicious or hurtful rumors, lying and gossiping, humiliating, blackmailing

- Use of language that is sexual in nature and/or outside of what is developmentally expected for their age
- Inappropriate and/or unwanted physical interaction
- Intentional damage of or stealing of school or personal property
- Ganging up on others
- Intolerance of differences
- Incitement or getting someone else to do any of the actions named above
- Threats of retaliation to those who report behaviors
- Cyberbullying includes doing any of the above through electronic means; email, instant messaging, texting, social media, etc.

All forms of teasing become bullying when they are repetitive and are pushed too far. The three types of bullying are: physical, verbal, and indirect (exclusion, and influencing exclusion). To help us know when teasing has gone too far, we can say, **“Teasing crosses the line when...”**

- Someone asks for it to stop and it doesn’t;
- It is meant to hurt, put someone down, or is mean-spirited;
- It becomes a habit or it happens frequently;
- Bystanders don’t help because they think they will get teased as well;
- The person being teased or the bystanders do not think it is funny;
- People go along with the teasing even when they are uncomfortable;
- The person being teased feels they cannot tell people about it; or
- Someone is being excluded

The acts listed above do not comprehensively define all possible acts of bullying, and actions that are not specifically spelled out here may be deemed bullying by the Organization.

Furthermore, acts that occur outside of the school but impact the school community are subject to school consequences. Everyone in our community is expected to “Live Aloha” to cultivate our school culture.

Diversity, Equity, Inclusion, Justice

The Organization is committed to upholding the values of Diversity, Equity, Inclusion, and Justice. As such, the Organization works with an external DEIJ organization to help foster DEIJ values into all parts of the Organization, including curriculum. Teachers and the Head of School assist with responding to incidents that fall under this umbrella. For example, the use of slurs or actions that are insensitive to race, gender, sexual orientation, religion, disability, etc. The response plan includes these steps:

- Put Safety First
- Engage Teachers, Support Specialists, Directors, Head of School to help with the response process
- Investigate
- Denounce the act
- State our school values and beliefs
- Communicate with those impacted (parent, teacher, students, etc)
- Provide accurate information and dispel misinformation
- Support targeted students
- Seek restorative justice, avoid blame
- Heal, debrief, request parent support and feedback
- Review feedback, reflect and evaluate, learn & grow

Title IX and Sexual Harassment

In compliance with Title IX of the Education Amendments of 1972 (“Title IX”), Honolulu Waldorf School (the “Organization”) does not discriminate on the basis of sex (including pregnancy, sexual orientation, and gender identity) in its educational programs and activities, recruitment, admissions, course offerings, financial aid, athletics, or employment.

The Organization has adopted a Title IX Policy and Title IX Grievance Procedures that apply to all students, employees, volunteers, independent contractors, vendors, and members of the School community. The Title IX Policy

and Grievance Procedures shall apply to conduct that occurs on the Organization's campus, at School-sponsored events, and to events on or off campus that have sufficient ties to the Organization.

The purpose of these documents is to outline the steps the Organization will take to provide the prompt and equitable and reliable resolution of student and employee complaints under the Organization's Title IX Policy. These procedures apply only to complaints alleging sex-based discrimination, harassment, and/or violence prohibited by Title IX and as outlined in the Organization's Title IX Policy. For all other complaints, please consult the relevant policies in the Organization's Parent & Student Handbook or Employee Handbook, as applicable.

Drug and Alcohol Policy

Drug and underage alcohol or tobacco 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, tobacco, and alcohol-free while enrolled at the Honolulu Waldorf School. As stated in the Code of Conduct, the promotion, possession, use of tobacco, alcohol, or drugs, or being under the influence, is strictly prohibited and considered a serious breach of the school's code of conduct. Any issues that arise will be investigated by the Head of School. Consequences may include suspension or expulsion from the school.

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.

Chapter 7 — Drop-Off/Pick-Up 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 is vital in ensuring that the school's home in Niu Valley is appreciated and supported by our neighbors.

Observance of Traffic Rules and Courtesy to Others

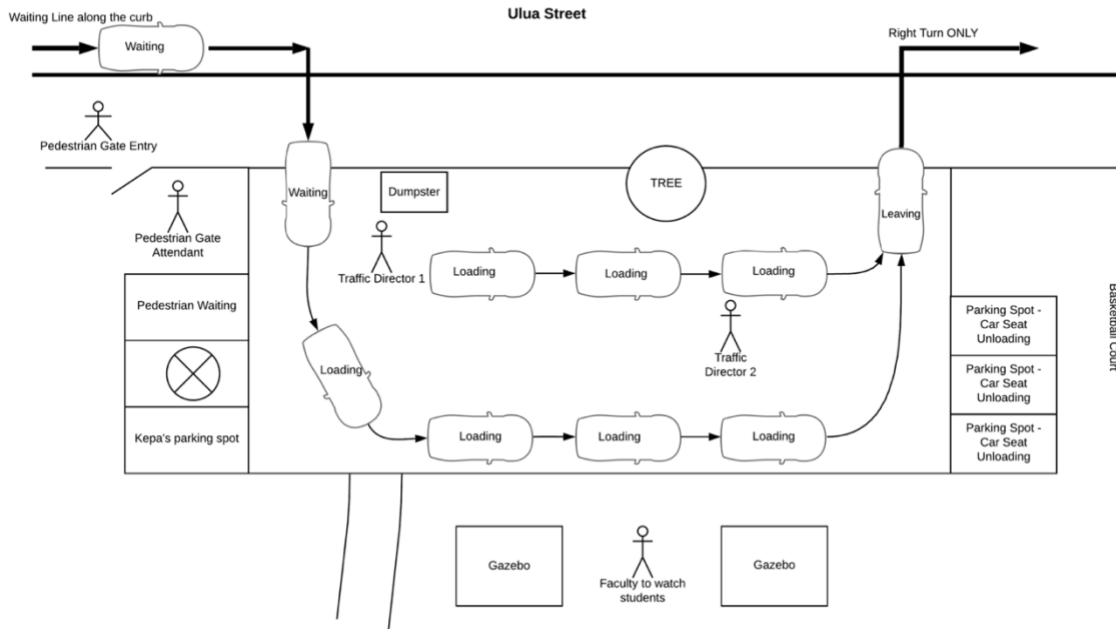
Parents and guardians dropping off children for school should observe all traffic rules, and show courtesy to pedestrians and other drivers. Please do NOT stop and block traffic and/or make U-turns in the middle of the street.

Arrivals/Drop-Off and Departures/Pick-Up Information and Procedures

Early Childhood, and Grades

- We stagger our drop-off/arrival times as well as our pick-up/departure times. Families sign-up for times using the sign-up link provided from the office.
- We ask for parents/students to arrive from the 'Āina Haina side, and to use the parking/ drive-through as check-in/drop-off, as well as for all pick-ups from the school (please see below for diagrams). All members of the community should complete the COVID-19 home health screening prior to coming to campus.
 - **We ask parents to remain in their cars unless they need to unbuckle/buckle children back into their car seats**
 - If a parent needs additional time to help their child out of/into their car seat, you will be directed to one of three parking spots to allow for this. Please move forward to one of these spots when directed.
- If early childhood parents need to park to drop off or pick up their children, we kindly ask them to be mindful of their parking choices in the neighborhood. Please do not park in front of any neighbor's driveway. Ensure you follow all relevant parking regulations, including not parking in front of fire hydrants, near stop signs, in front of driveways, or on crosswalks. Your cooperation helps maintain a safe and respectful environment for everyone. Thank you for your understanding and support.

Student Drop-off and Pick-up Diagram



Transportation

Our campus is accessible by city bus. Parents often arrange carpools on an informal basis. Please make sure that students riding the bus have the proper change. No change is available from the office.

CHAPTER 8 — Attendance Policies

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 email health@honoluluwaldorf.org and cc the class teacher to make these arrangements.

Early Childhood

Early childhood children should arrive at school no later than 8:15 a.m., unless otherwise pre-arranged with the class teacher.

Grades 1-8; Tardiness

Any child who is not ready to enter their classroom at 7:55 a.m. will be deemed tardy. In the Grades program, tardiness seriously compromises the rhythm of the entire class as well as the learning of the individual tardy student. Therefore, patterns of tardiness will be addressed with parents by their child's teacher, and/or the Head of School. Ongoing and unresolved patterns of tardiness could result in dismissal from the school.

Absences

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 pre-arranged with the class teacher and communicated to the school office by emailing health@honoluluwaldorf.org.

Class work, homework, and assignments will not be excused because of absence. It is the student's responsibility to complete missed work. In Grades Six and up, mandatory study hall may be required until the work is completed.

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

Any child who misses an extreme amount of school during the school year may be reported to the state for truancy under Hawai'i state law and be released from Honolulu Waldorf School. Parents will be notified by the school, well before this action is taken, that their child's absences are excessive.

CHAPTER 9 — Health & Illness

Emergency Medical Procedures

If a child has minor injuries, the school Health Coordinator will administer first aid and prepare a written notification of the incident for the parents to be sent by email. With injuries that require medical attention, but do not constitute an emergency, the school will contact a parent or authorized representative to pick up the child from school immediately.

If the child is seriously ill or hurt and requires immediate attention, the school will call an ambulance. The child will be transported to a hospital. Parents will be notified to meet the child at the emergency facility that is determined based on the injury.

School staff are certified in basic first aid and CPR. When a child is injured, treatment 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 Health Policies

Health Record Requirements

All children entering school are required to comply with the [State of Hawai'i Department of Health regulations](https://health.hawaii.gov/docd/vaccines-immunizations/school-health-requirements/sy-20-21/). (Full link: <https://health.hawaii.gov/docd/vaccines-immunizations/school-health-requirements/sy-20-21/>) Excerpts from Hawai'i Department of Health regulations:

- Each student must provide a certificate of TB examination before first attending school in Hawai'i. This requirement may not be deferred or postponed. A student over age 12 months without a valid TB certificate may not attend school.
- A physical exam must be performed within 12 months before first attending school in Hawai'i and must be issued by Hawai'i DOH, or a U.S. licensed physician, APRN, or PA
- A valid physical examination may be used for transfer into all other schools in Hawai'i
- A valid certificate of TB examination may be used for transfer into all other schools in Hawai'i
- A TB examination must be 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 past positive PPD test, may have a CXR performed and certificate issued without a repeat skin test

General Illness*

**For the 2024-2025 school year, please see our COVID-19 Health and Safety Response Plan as an addendum to this section.*

If children are ill, feverish or vomiting, 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.

A child will not be permitted to attend school with a fever, an infectious or contagious illness, any childhood disease (measles, mumps, chicken pox, 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, and forty-eight hours after the child's temperature has returned to normal and vomiting has ceased, without the use of fever-reducing medications.

Written permission must be given by submitting the "Request for Administration/Storage of Medication in School Form", if a child needs to take any medications – prescription, over the counter medicine, and including naturopathic remedies – at school. (Please refer to section Prescription and Over-the Counter Medication for more information).

Immunization Requirements

Honolulu Waldorf School must adhere to the Department of Health State laws. Hawai'i State Law requires all students to meet physical examination, immunization, and tuberculosis clearance requirements before they may attend a childcare facility, preschool, or public or private school in the State. Please [visit this link](https://health.hawaii.gov/docd/vaccines-immunizations/school-health-requirements/) to view the most current required vaccinations and immunizations: <https://health.hawaii.gov/docd/vaccines-immunizations/school-health-requirements/>

Immunization Exemptions

Exemptions for religious or medical reasons may be granted. "Request for Exemption" forms are available [on our school website](#) or a hard copy can be requested at the front office. A request for exemption must be submitted prior to school entry. You cannot have a request of exemption for Tuberculosis (TB) Clearance. In the event of an epidemic, the Department of Health may require parents to keep non-immunized children at home.

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 Head of School by confidential communication any time a positive diagnosis of such a disease is obtained for a 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.

Prescription and Over-the-Counter Medication

Any student who is required to take medicine during regular school hours should do so in compliance with school regulations. Medication will be stored at the school and administered by authorized school personnel only with prior completion of the "Request for Administration/Storage of Medication" form. This form must be completed by both the parent and the physician for prescribed medication, and by the parent for over-the-counter medication.

Medication will be administered ONLY under the following conditions:

- Parents must provide the office with a completed and signed "Administration/Storage of Medication" form, located on our website under "Forms"
- Medication must be prescribed by the physician. Over the counter medications must be in the original container
- Label must have each child's name on it. The date of administration must occur before the expiration date of the medication
- Name of the medication and directions for its administration from the doctor must be clear
- Parents shall bring the medication to school and sign for the medication on the forms provided
- HWS shall not be responsible for treatments such as soaks, eyewashes or dressing changes

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.

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 may conduct school-wide checks for the classes potentially exposed to ukus.

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. 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.

The child may return to school the next day, provided they have received proper treatment for ukus.

Prevention: 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.

Conjunctivitis (Pink Eye)

Conjunctivitis or pink eye is an inflammation of the outer lining of the eye. Conjunctivitis is frequently caused by infectious agents, either viruses or bacteria. In infectious conjunctivitis, the fluids from an infected person's eyes are highly contagious. Therefore, it can be passed from person to person via contaminated fingers, clothes, towels, and through items such as eye makeup and sunglasses. The symptoms of conjunctivitis may include some or all of the following: a scratchy or painful sensation in one or both eyes; redness in the whites of the eyes; heavy tearing in the eyes; and itchy swollen eyelids. Children with conjunctivitis must be kept out of school to prevent the disease from spreading to other students. It is best to limit contact with infected persons until the symptoms go away. Infected persons can go back to school or work when the itching, pain, and tearing have stopped or 24 hours after the first dose of the medicated prescription eye drops.

Additional Health Policies

Allergies

- A list of children with allergies is posted in the faculty room, in each classroom, and Early Childhood kitchenettes.
- If there is a child in a class with a known severe food allergy, all families are notified that the particular food item is not allowed in the classroom/eating areas.
 - A list of ingredients is required for foods brought to class for celebrations or other shared food activities.
- All faculty and Staff are trained in First Aid and CPR, which includes recognizing and responding to an anaphylaxis emergency. We also have a full-time Health Coordinator who has advanced medical training to respond to emergency medical situations.
 - For students who are prescribed an Epi pen
 - The Epi pens are kept in a secure nearby location to the child with severe allergies
 - Epi pens are brought on all field trips

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 or an emergency.

Head Injury

Students who hit their head, even if they think they feel ok, must be assessed by the school's Health Coordinator. Parents are notified immediately of any possible head injury. If the child shows signs of concussion, immediately or later in the day, parents will be asked to come pick up their child and take them to an emergency facility for assessment. If the head injury appears severe, the school will call an ambulance to transport the child. Students who are referred for concussion assessment must have clearance from their primary care provider indicating when they are able to return to school. Often, concussed students require some accommodations for the first days or weeks depending on the injury. It is helpful for doctors to include in the return to school clearance what accommodations are needed and for how long. Families and children are encouraged to communicate with the school and teacher about the support needed and any ongoing symptoms of the child. For student athletes, we follow the concussion protocols as required by the ILH and HHSAA (athletic leagues).

CHAPTER 10 — Emergency Preparedness

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.

As a general rule, if an emergency 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 808-723-8960.

Should there be an actual emergency, you will receive an email and/or text message with further information regarding any of the following emergencies. This will tell you what is happening and how you should respond in order to pick up your child.

Earthquake

Should an earthquake of significant magnitude occur on O'ahu, we can anticipate considerable disruption to our road networks. 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, we will stay outdoors and move toward the back fence in the Grades yard. 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 is at Valley Middle School.

Event that requires to shelter in place

The procedure for a ballistic or nuclear threat is to "Shelter in Place." Students will be brought indoors through our lockdown procedure. Emergency supplies for three days are available and include food, water, blankets, radios, flashlights, first aid, and toileting supplies.

Fire

We practice building evacuation quarterly. 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 will proceed to the back (Makai) fence of the Grades school yard. After a short stay, where roll will be taken, they will return to their classrooms.

In the event of an **ACTUAL FIRE** our evacuation procedures and destination will be the same as for a drill (unless deemed to be unsafe). 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 and we will call for you to pick up your child as soon as possible.

Flooding

The Department of Emergency Management has determined that the Niu Valley 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.

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 O'ahu 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.

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 O'ahu (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 Valley campus is outside the tsunami inundation zone.

Lockdown

Lockdown procedures are in place in the event of a danger in the neighborhood or within school. In the event of a lockdown parents should not come to the school. Students will remain in their locked classrooms until it is safe to leave. Parents will receive an email and/or text communication with further information. In addition, parents should not come onto campus during lockdown.

CHAPTER 11 — Everyday Life on Campus

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.

Please check with your child's teacher before taking photographs or filming any event at the school. Cameras are prohibited during performances, class plays and assemblies, unless previously approved by the Head of School.

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. Please refer to our allergy policy above when sending treats to school.

Dress Code

Learning to adapt their behavior for various circumstances is an important social skill for our students to practice and learn. Knowing what is considered “appropriate dress” is a social skill as the rules change depending on the time and place. For example, appropriate dress for the beach is drastically different from what is considered appropriate dress for a Strings concert. Other examples are not always as obvious, so we aim to help students recognize the nuances of social norms.

For school, in general, we expect students to dress appropriately for our school environment and culture. We strive to maintain an atmosphere that is conducive to learning and respectful of all members of the school community. If students come to school dressed in a way we deem inappropriate, we will talk with the student about why their dress choice is considered inappropriate, and we may provide a change of clothing for the day. Any borrowed clothing needs to be washed and returned to school within the school week.

Please keep in mind the following rules when selecting dress for school:

- We expect students to dress appropriately for our school environment and culture, which includes limiting representations of media.
- All students must wear a HWS t-shirt, which can be purchased in the office.
- Shoes must be close-toed and fit comfortably yet snugly on the feet, and shoelaces must be tied. (shoes that come off easily, or pose a walking hazard, like heels, are not allowed)
- Student with long hair need to have a way to tie it back for certain school activities
- Clothing (and students) must be clean
- Students should not wear oversized jewelry such as dangling earrings that can get caught during play

Special events may require a different set of expectations which will be communicated at the time of the event.

Excursions and School 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 for all students. If no written permission is given, the child will be unable to go on the excursion. 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 excursions. If a parent is asked to chaperone, by either the class teacher or HWS school, the parent must be cleared and be processed with a background clearance prior to the activity. Allow two weeks for background processing. If the parent asked to participate and drives their own vehicle, we require additional paperwork. Please visit the front office for more information. Only adults who have been designated by the teacher or the school are allowed to attend the school field trip.

Library

The 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.

Lost and Found

A lost-and-found is located outside the front office. Check for lost property by searching the lost-and-found, and check in with the office via email 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.

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 lunch boxes that do not leak are recommended. It should be noted that many of the vinyl lunch boxes 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.”

Media and Personal Electronics

Exposure to digital media adversely affects the child's ability to learn. Please significantly limit or refrain from allowing your child to view movies or television, or to play with video or computer games, during the school week. Likewise, always keep in mind the developmental stage of your child and what content may or may not be appropriate. As children develop, their ability to distinguish between reality and illusion increases, so students in the upper grades may be better 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.

Use of Computers and Electronic Media at School

We see "media" as something different than technology. While we limit exposure to media, use of laptops, tablets, and smartphones are seen as tools that are sometimes necessary for learning. This is more likely to occur in the upper grades. Technological devices may be used in classrooms with the supervision of the teacher when it is needed as a tool for learning and appropriate for the developmental age of the child.

Students who need certain accommodations that include: keyboarding and typing assignments, using electronic readers, audio books, or other support learning are permitted and encouraged to use these assistive technology tools. In Grades 6-8, students who demonstrate a specific learning need for a laptop accommodation may bring their own personal device to school (as outlined in their support plan).

Personal Electronic and Media Devices

It is our strong recommendation that students do not bring their phones or electronic devices to school at all. However, we understand that some students are independently released from school and need to communicate with their parents via their cell phone after school.

Students are not to use their own personal devices during the school day with the exception of laptop/iPad use for students with accommodations and under a teacher's supervision. Students who bring personal devices to school should turn them off before they arrive on campus and follow their individual class procedure for where to keep the device during the day. The rules for devices apply on class trips and during school events that occur off campus or outside of school hours. Internet watches such as the cellular-enabled Smart watches are not allowed for any students (non-cellular models are acceptable). Recording devices such as Go-Pros are not allowed at school or on class outings.

A discussion of the merits and drawbacks, as well as the effects on child development, of electronic media is beyond the scope of this handbook. However, parents should monitor their child's online behavior, and know what they are posting and viewing on social media sites. Parents and teachers will work together at class meetings to educate themselves on the ever-changing media presence in the life of our students, and find ways to best support them. As stated in the above section on harassment, acts that occur outside of school but impact the school community are subject to school consequences. This would include harassment or bullying that can occur on social media or text messaging.

Personal Money

Students have no need for money when on campus. 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.

Photography and Filming of Performances and Events

In order to maintain the children's experience of being immersed in their activities we ask that photographs and video not be taken during performances and events unless specific permission is granted by the teacher or Head of School. A brief time designated for photographs is usually arranged. The attempt is made to be as unobtrusive as possible. One person from each class may be prearranged as documenting the performances. Please understand that not all students are allowed to be photographed, so public sharing (on social media or otherwise) of photographs/recordings other than of your child is prohibited.

Snacks and Lunch

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

water rather than juice. Per our allergy policy, families will be notified if there are particular food items not permitted in classrooms or campus.

School Office Phone

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.

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. If you have an urgent message and are unable to reach the school, text or call our Head of School, who provides all parents with her cell phone number.

If there is an emergency on campus or within the community, stand by for communication from the school. We will alert and communicate with families as soon as everyone in the community is safe. The Head of School, faculty, and staff will not be able to answer incoming calls or texts during an emergency as our focus will be on ensuring the safety of everyone on campus.

See the section on Media and personal electronics for our policy on student cell phones.

See the section on our Emergency Text Message Service.

Toys and Equipment, etc.

Please do not 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 on school property. Bikes, skates, skateboards, “Heelys,” or other similar “vehicles” may not be used on campus at any time; however, skateboards and skates may be used on the basketball court under teacher supervision and only if parents have completed and returned the “skateboard and skating activities waiver” (Grades 3-8 only).

Unicycle riding must be done under the direct supervision of a teacher.

CHAPTER 12 — 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 and the Grades departments.

Homework

When homework is assigned, it is expected to 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 the child has the space and time to complete the work. However, it is not the responsibility of the parent to make sure their child completes and turns in their work, it is the student’s responsibility. If the student does not understand the assignment, or is unable to complete it independently, it is important that the student communicates with their teacher, which a parent can help to initiate if needed.

Students who demonstrate a pattern of difficulty with completing homework and/or following through with school responsibilities will be referred to Student Support to help identify the underlying challenges and develop an individualized plan for support and improvement. Parents will also be notified and involved with the plan.

Sports - Interscholastic League of Honolulu Sports ILH (Pac-Five) / Waldorf Waves Athletics

The Honolulu Waldorf School Athletic Department is proud to offer a variety of sports for our students to participate in while attending Grades 7-8. As a member of the Interscholastic League of Honolulu (ILH) and Pac-Five Athletics, there is something offered for every student to reach their personal potential, enriching the experience at our school.

Honolulu Waldorf School believes physical activity is a crucial part to the well-being of every individual. One way our student body can accomplish this component of individual well-being is by participating in organized athletics. Students may join a number of different sports teams throughout the school year.

The athletic department strongly encourages all families to consider each team's 2 to 3 months season as a commitment and accordingly schedule all trips and vacations around the practice and game schedules. The values athletics are trying to help build in the students- those of teamwork, dedication, commitment, decision-making, time management and sacrifice, among others, are all diminished when one player misses parts of the season.

Whether competing on a Waldorf Waves team, Pac-Five team, or as a combined team with other ILH schools, students will create friendships that will last a lifetime. Through their participation in sports, students learn important teambuilding skills and increase personal fitness, preparing them for healthy adulthood.

You can also find additional information on the school's website www.honoluluwaldorf.org.

To contact the Athletic Director please email: athleticdirector@honoluluwaldorf.org

Requirements to participate in the ILH Programs:

- Prior to joining any sports team, students must inform the Athletic Director of their interest
- Students and parents must read the ILH Sports (Athletics) section of the parent handbook
- Students must complete the Athletic Participation Form for the current academic school year. Must be done yearly
- Students must complete the ILH Pac-Five HWS Sports Release. Must be done yearly
- Students must receive an athletic physical clearance for the current academic school. Must be done yearly
- Students must follow concussion protocols which includes a pre-base line concussion test. Must be done yearly
- Students must hold current health insurance
- Students must maintain good academic and behavioral standing at HWS

Students may not participate without the above-mentioned items completed. Upon approval by the Athletic Director, the athlete will be released to participate in organized sports either provided by the Honolulu Waldorf School, Pac-Five, or in a combined team with up to three other ILH schools.

FALL	WINTER	SPRING
Boys Water Polo Girls Volleyball Boys Cross Country Girls Cross Country Boys Bowling Girls Bowling Cheering Football JV Boys Tennis JV Girls Tennis	Boys Basketball Girls Basketball Boys Swim/Dive Girls Swim/Dive Boys Wrestling Girls Wrestling INT Boys Tennis INT Girls Tennis Boys Soccer Girls Soccer	Baseball Girls Softball Boys Track & Field Girls Track & Field Boys Volleyball Boys Tennis Girls Tennis Boys Golf Girls Golf Girls Water Polo Boys Judo Girls Judo
Sports in which students from Grade 7 - 8 may participate.		

HWS pays the ILH fees for every participating student in the HWS athletic program. Students who try out for an ILH sport have five days to decide whether they want to stay on the team or not. After the 5th day, if the student withdraws from the team for any reason, the parents will incur the athletic participation fee as an additional invoice (\$250.00) from HWS. Parents of student athletes may also be responsible for additional costs associated with individual sports such as personal equipment, costs of travel for off island competitions, etc.

After School Clubs

HWS has various clubs that may be offered as after school clubs. These clubs depend on the students' interests and vary each year. All clubs must align with the school's values, mission and philosophy. Contact your child's teacher or class sponsor for more information.

School Events

Each child is expected to attend 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.

Social Life

All child is expected to attend 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.

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.

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. Phone conversations, written communication, and special conferences take place as needed.

Written Report for 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 Grade One the following year will receive written reports.

Written Reports for Students in Grades 1 – 8

In February, narrative comments are written by class teachers and most subject teachers. During the fall and at the end of the year, teachers assess curricular objectives. The collective narratives and curricular assessments make up the end-of-year report, which is shared at the end of the year.

Testing

Honolulu Waldorf School reserves the right to administer screening and testing of any and all students, and to request additional outside testing of any student. Requests for outside testing or services will only be made by the school's Learning Specialist, Social Emotional Learning Specialist, or the Head of School. Timely compliance with screening and testing requests may be a condition of continued attendance at the Honolulu Waldorf School.

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.

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 and the school is able to make recommendations where necessary. All such tutoring will be the financial responsibility of the parents.

CHAPTER 13 — Festivals and Events

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.

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The following are examples of our Festivals and Events traditionally held on campus. These are subject to change and grow along with the school throughout the school year.

Orientation for Grade One Students and Families (Mid-August, prior to school start)

On the day before the official first day of school, Grade 1 students are formally introduced to their new class teacher. Teachers and children 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 Lei Ceremony (Mid-August, first day of school)

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

Michaelmas (September 27)

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, and emphasize 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.

Halloween Story Walk (October 18)

Hosted by our creative faculty, families are invited to walk an imaginatively-rich stroll along a candle lit path throughout our campus. You will hear stories (some scarier than others!) presented by different fantastical characters. We end the evening's walk with popcorn and cider!

Day of the Dead (October 31)

Day of the Dead (Spanish: Día de los Muertos) is a holiday celebrated by many in Mexico and by some Mexican Americans living in the United States and Canada. The holiday focuses on family and friends coming together to honor and remember their ancestors and loved ones who have died. The celebration starts on October 31 in connection with All Saints' Day (November 1) and All Souls' Day (November 2). The Day of the Dead is a time of celebrating the continuation of life and our connection to one another.

Hugin Play & Penny Harvest (November 27)

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. We come together on the last day of school before the Thanksgiving break to watch faculty, staff, and Parent Hui members put on the very sweet Hugin play and to donate our pennies. Each class then brings

their jars of change to the assembly. Their 'harvest' is counted and given to the Hawai'i Food Bank who then distributes food and other essentials throughout our local community.

St. Nicholas Day (December 6)

Each class teacher holds St. Nicholas day in their own way. Some write poems for the children, and others hold a space for the class to reflect together. St. Nicholas gives us the opportunity to see areas we need to work on in ourselves as well as the gifts we have to share. In the morning on St. Nicholas day, all the children come to school to discover clementines and pistachios left as gifts on their desks!

Santa Lucia (December 13)

This celebration is a very sweet custom to come out of Scandinavia that Waldorf Schools have adopted as one of their December festivals of light. A second-grade student, dressed in white as Santa Lucia and wearing a golden crown aglow with four candles, leads a procession of classmates. Students sing "Santa Lucia" and carry their light throughout the school and share a special treat with every student and staff.

Winter Spiral (Festival of Lights/Advent Spiral/Winter Festival) (December)

There is a custom in Waldorf schools to give the younger children in the school an opportunity to walk the Winter Spiral. Although this is primarily a festival for the youngest children at the school, the older students remember it fondly and often wish to visit the spiral and walk through it as they did when they were little. It is a unique activity carried out in silence. This silence gives children and parents alike, a meditative and deeply peaceful experience as they walk the spiral of palm fronds and candles. The Winter Spiral is a Waldorf tradition practiced around the world.

This festival is one of the most beautiful and memorable of the season. It marks the beginning of the holiday season. In a semi-darkened room, lit only by candles, each child goes, one at a time, through the spiral built of greenery 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.

Girls' Day (March 3)

In Hawai'i, Hinamatsuri (Girls' Day) is celebrated on the third day of the third month. It is a holiday that originated in Japan and was brought to Hawai'i by Japanese immigrants. This Japanese tradition has evolved into gift-giving to daughters, nieces, and other special girls in one's life. Girl's Day represents love, beauty, peace, and happiness.

May Day (May 2)

May Day is the rich and colorful celebration of our Hawaiian culture and traditions. Each year a class or classes are chosen to represent the Ali'i of a Hawaiian royal court. In their presence, all the students in Grades 1 - 8, 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.

Grade 6 Knighting Ceremony (May 2)

More information to come

Grade Eight Graduation (May 21)

This assembly acknowledges our Grade 8 promotion to and allows them a chance to thank their many teachers and to be appreciated by each of the Lower School classes. It culminates with Grade 8 passing on their trash pick-up duty to Grade 7 in some creative manner. As space is limited, immediate family members of Grade 8 are warmly invited to join the Lower School students, faculty and administrative staff.

Closing Ceremony/Reverse Lei Ceremony (May 23)

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, Grade 1 joins the rest of the school in bidding farewell to the Grade 8 students by presenting a lei to each graduate. All families are invited to attend. The last day of school is a half-day.

CHAPTER 14 — School Advancement

The school's advancement effort seeks to build relationships with parents, alumni, grandparents, friends, corporations, foundations, and the greater Honolulu community. These relationships may include enrollment, marketing, fundraising, volunteer, and other outreach efforts.

Our school's health and development depends on parent participation. We ask each family to contribute to the Annual Fund and to participate in fundraising events, and the general well-being of the school.

Fundraising activities at the Honolulu Waldorf School will not include activities that exploit children or the staff, nor will it include activities that are detrimental to any HWS programs.

Anyone wishing to fund a particular project for the school is invited to speak to the school's Director of Advancement and Community Relations or the Head of School.

The Annual Fund Campaign

At the Honolulu Waldorf School, as is with most independent schools, tuition does not cover the full costs of educating children. Every year, at least 10% of our operating budget is supported by generous contributions from parents, alumni, Board members, faculty, staff, and friends. The Annual Fund provides across-the-board support for all of our needs: funds for faculty development, financial aid for students, music, art, athletic programs, and facility maintenance. Our goal is to reach 100% parent, Board, faculty, and staff annual participation.

Waldorfaire

Waldorfaire is a fun-filled, community-building event for families, and is a long-standing tradition at Honolulu Waldorf School. The faire celebrates Waldorf education with unique games and activities, handmade craft items, puppet shows, music, and food. The event serves as a bridge to foster awareness of our school in the greater community. Waldorfaire is organized and operated by our parent volunteers. It is expected that each family contributes in some way to Waldorfaire.

Foodland Give Aloha Program - School code is 77069

Throughout the month of September, you and your friends can contribute to the HWS Annual Fund by participating in the GIVE ALOHA Campaign! Make a donation at any Foodland or Sack N Save location, and Foodland and the Western Union Foundation will make a donation to the Honolulu Waldorf School too! (**School Code: 77069**) If we reach our month-long goal of \$10,000, the total gifts will be matched by the George Mason Fund of the Hawai'i Community Foundation. **HWS does not send donor acknowledgment for gifts made to Foodland. If you would like to receive a tax letter, please send an email request along with a photo/scan of your receipt to advancement@honoluluwaldorf.org.** To make gifts over \$250 during September, please contact the office at (808) 377-5471 or email advancement@honoluluwaldorf.org.