



Mālamalama Waldorf School

Student/Parent Handbook

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WELCOME

The *Mālamalama Waldorf School Student Parent Handbook* aims to provide a comprehensive overview of MWS's philosophy and curriculum, parent involvement, governance and organization, and overall policies and procedures. This handbook will be a useful reference for you as your child attends Mālamalama Waldorf School. Please let us know if you have any questions or need further clarification on any of the contents covered in this handbook. *Mālamalama Waldorf School reserves the right to make changes to this handbook at any time without prior notice. All changes to this handbook will be approved by the Faculty, Executive, and Board of Directors.*

Sincerely,
Mālamalama Waldorf School Faculty & Staff

Mission Statement

The mission of Mālamalama Waldorf School is to improve the quality of the educational experience by providing Waldorf Education in East Hawaii.

Core Values

- To create a “child centered” education designed to meet intellectual, emotional, and physical needs.
- To express enthusiasm, artistry, and interest in every lesson.
- To nourish the child through lively presentations developmentally age-appropriate. · To develop the child’s innate ability to think “creatively” through various exercises including creative arts.
- To nurture and cultivate the qualities of wonder, reverence, gratitude, responsibility, decision making, a healthy self-image, consideration for others, and cooperation.
- To engender a sense of belonging to a community that nurtures and supports the uniqueness of each individual.
- To develop in the child a sense of being a “world citizen” through a curriculum utilizing world literature, foreign languages, and multi-cultural enrichment.
- To develop academic excellence, a love of learning, and clear thinking.

Notice of non-discrimination: Mālamalama Waldorf School is a non-profit 501(c)(3) and admits students of any race, color, national and ethnic origin, gender, religion, physical ability, or family status to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, gender, religion, physical ability, or family status in Executive of its educational policies, admission policies, scholarship and tuition aid programs, athletic, and other school-administered programs.

Our faculty are dedicated to the purpose of bringing quality Waldorf education to students of all nationalities, religions, races, and creeds. Our scholarship/tuition aid program helps create a cross section of the community and we are an equal opportunity employer. All policies and procedures are non-discriminatory.

Chapter 1 - Introduction to Waldorf Education & Mālamalama

Introduction to Waldorf Education

The first Waldorf school was founded in 1919 in Stuttgart, Germany, when Emil Mold, 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 his time for his ideas in education and for his spiritual-scientific research leading to an understanding of the nature of man and the world. This path of knowledge he called anthroposophy, from the Greek, *Anthropos* (man) and *Sophia* (wisdom).

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

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

Mālamalama Waldorf School History

Donna Newberg and David Gradwohl founded the school in 1978 as an answer to the growing need for a school which would provide a more personal atmosphere centering on the development of the whole child. The small school grew until 1980 when the founders gained the support of David Watumull and secured a 99-year lease on a 20-acre parcel of land in Hawaiian Paradise Park. Mr. Watumull raised the original funds that developed the land and the first building was erected (using the architectural plans of Hanahauoli).

The Second Increment of our building plan was completed in August of 1987 with a building that included 2 classrooms, 2 tutoring rooms and 2 bathrooms. This project was funded by Milton Cades, Attorney at Law, Honolulu, and Robert and Adriana Duerr, who were members of our Board. The project cost \$67,000 and many in-kind donations from community contractors helped keep costs down.

The Third Increment added another set of classrooms identical to the second increment plus an Executive

building with offices and a BoardRoom. New covered walk-ways connect all the four buildings. The approximate costs of the third increment were \$180,000 – financed solely by donations from Milton Cades.

School Goals and Objectives

“Mālamalama” means “The Light of Knowledge”. We are committed to educating the thinking, feeling, and will of the child. Methods and all related activities are taken from a new psychology of childhood oriented toward a real knowledge of the developing human being – educating the healthy growth of *body, mind, and spirit*:

In the first seven years, the emphasis is on physical growth of the child. Hence, learning is done along with physical activity and the provision of good habits for imitation and a healthy environment.

After the age of seven, emphasis changes toward the inner life of the child. A good “feeling” for the subject he/she will later thirst for in an intellectual way is developed, and a love of learning is nurtured. At this time, the child wants to be himself; the child’s desire for knowledge comes out of a strong sense of belonging to a class and respect for the teachers.

Having concentrated on the healthy growth of the body and the “feeling” life, the thinking mind can fully begin its task. As Emerson so beautifully put it, “Man feels through knowledge the privilege to be.”

*Our highest endeavor must be to develop
Free human beings who are able of
Themselves to impart purpose and direction
To their lives.
- Rudolf Steiner*

Curriculum and Philosophy

As a Waldorf school, our primary guides for directing the programs we offer are the educational philosophies and curriculum designs established by Rudolf Steiner and adopted by the Association of Waldorf Schools of North America (AWSNA). With these as our guide, the faculty has developed curriculum standards for Grades 1-8 as well as the preschool and kindergarten at Mālamalama Waldorf School. Our curriculum standards embrace and embody Waldorf educational philosophies, yet speak to our unique educational community. Currently our grades 1-8 classes consist of combined grades, creating a unique educational environment for our students. To create a cohesive and seamless curriculum, which can be used with combined classes and with single grade classes, the faculty has developed a guide within our curriculum standards detailing adjustments made to the curriculum when teaching a combined grades

class.

Perhaps the best expression of the Waldorf School philosophy is simply stated in the words of Rudolf Steiner himself:

*To wonder at beauty, stand guard over truth, Look up to the noble, Resolve on the good: This leads us truly to purpose in living, to right in doing, to peace in feeling, to light in thinking; And teaches us trust in the working of God –
In all that there is, In the width of the world, In the depth of the soul.*

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. Mālamalama Waldorf School is dedicated to creating an inner enthusiasm for learning within each child, which will help lead the student to finding his or her own capacities for lifelong learning. We work with the needs of each stage of childhood.

Waldorf education balances artistic, academic, and practical work educating the whole child, hand and heart as well as mind. Its innovative methodology and developmentally-oriented curriculum, permeated with the arts, address the child's changing consciousness as it unfolds, stage by stage. Imagination and creativity are cultivated as well as cognitive growth and a sense of responsibility for the earth and its inhabitants. Under the warm and active instruction of their teachers, children are provided with a creative and nurturing environment in which to develop, grow and learn.

Since its founding by Rudolf Steiner in 1919, the Waldorf school movement has grown to over 1,000 schools and has become the fastest growing throughout the world. Steiner's detailed psychology of child development, described early in the 20th century, has been supported by modern research in education and neuropsychology. Through Waldorf education, Steiner hoped that young people would develop the capacities of soul and intellect and the strength of will that would prepare them to meet the challenges of their own time and the future.

Kinderhale - Early Childhood Program

The foundations of learning are established in early childhood. Before they enter the grades, children learn primarily through imitation and play, and the Kinderhale program provides a home-like environment where the teachers serve as worthy role models, guiding the children through their daily work (preparing food and cleaning up, sewing, digging in the garden) and play. The foundation of literacy is play and speech, and imaginative play, stories, songs, verses, and games fill the day. Reverence and wonder for the world around them fill the young child, and help create an eagerness for more formal learning, which begins in grade one. See *Chapter 4 - Kinderhale: MWS Early Childhood Program* for more information.

The focus in the Kinderhale is on the social, emotional, and physical development of the child. The child's creative and imaginative capacities are allowed to flourish as s/he discovers and learns about their world through their experiences and interactions with those around them.

“I am struck by the fact that the more slowly trees grow at first, the sounder they are at the core, and I think that the same is true of human beings. We do not wish to see children precocious, making great strides in their early years like sprouts, producing a soft and perishable timber, but better if they expand slowly at first, as if contending with difficulties, and so are solidified and perfected. Such trees continue to expand with nearly equal rapidity to an extreme old age.”

-Henry David Thoreau

Grades 1 – 8 Program

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

Education is an art. This means the teacher’s duty to his or her students is to provide them with an interesting, meaningful curriculum; integrating basic skills while giving them an understanding of the world around them and their place in it. Mālamalama Waldorf School’s curriculum, therefore, is based on the Block System, which sets aside a two-hour block each morning (Main Lesson) for in depth learning of a subject. This block may last for up to four weeks, after which the class will go on to a new subject. Please see “The Waldorf School Curriculum” overview at the end of this handbook for a general outline of Main Lesson subjects covered at certain grade levels (1 to 8) throughout the school year and academic subjects including language arts, math, social studies, history, geography, and the sciences. The student’s day is rounded out with specialty subject lessons taught by teachers who are experts in their field. These lessons may include foreign language, music, Hawaiian studies, gardening, visual art, woodworking, knitting, sewing, and movement education.

“Waldorf education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. Education grows into a union with life that serves Waldorf students for decades. By the time they reach us at the college or university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer, and the compassionate heart of the reformer which, when joined to a task, can change the planet.” -Arthur Zajonc, Physics Professor-Amherst College

Chapter 2- School Structure

Executive & State Requirements

Mālamalama Waldorf School is licensed by the Hawaii Council of Private Schools (HCPS). Our Kinderhale and Extended Day Programs are licensed by the State of Hawaii Department of Human Services to operate as childcare centers. The Kinderhale kitchen is certified by the State of Hawaii Department of Health as a licensed commercial kitchen.

The school fulfills all requirements set forth by the Department of Education, Department of Health, and Hawaii Fire Department to ensure the health and safety of all students and staff.

Governance & Organization

Board of Directors

The Board of Directors is the legal entity of the school and is responsible for all financial and legal matters. It oversees the corporate functioning of the school. The Board consists of parents, teachers, friends, and members of the community who operate in accordance with the school's bylaws and operating policies of the school. The Board of Directors plays a key role in strategic planning and fund development at Mālamalama Waldorf School. The Board meets monthly or more frequently as needed.

Communication with the Board of Directors

The Board of Directors meets monthly to conduct its business. Its executive committee, the Executive Team, meets weekly to oversee the work of the school. Questions and concerns addressed to the Board of Directors are received by the Executive Team. The Executive Team is willing to meet with parents regarding their questions and concerns at their weekly meetings. Please contact the school's Director with requests in writing.

Executive Team

The Executive Team consists of the School Director, grades faculty member(s), Kinderhale Director and a board member. It supervises the Executive and operational activities of the school within the framework of the budget and policies & procedures.

Faculty

The Faculty includes all full-time and part-time teachers. Faculty meets weekly and addresses matters of pedagogy as well as any issues relating specifically to the children. The *Faculty Chair* is a member of the faculty and serves on a rotational basis.

Parent Association/Hui

The Parent Association is composed of all parents with children attending the school. Outreach and development committees are created on an as-needed basis as determined by the Board of Directors. The Parent Association's (Outreach and Development Committee's) primary responsibility is to develop and initiate fundraising and outreach activities on behalf of the school. Although parents do not directly participate in the decision-making at Mālamalama Waldorf School, their views are vital to the school's operations, maintenance and financial well-being.

Parents are involved daily in our school community. As active participants, parents help to support our values both within the school and at home. An emphasis on getting to know the families on a deeper level is a part of each teacher's talk when considering the most appropriate educational path for each child. This collaborative teamwork between the class teachers and parents is the cornerstone to student successes both at our school and as they journey beyond. Parents are active participants in reading groups, gardening classes, handwork projects, plays, and on field trips throughout the year. Parents are also welcome to come in and share their expertise with classes as it is educationally appropriate.

Our Parent Association meets monthly during the school year and as needed during off school times. These meetings include an artistic activity, a study, topics related to child development; Waldorf education, and philosophy, and a review of upcoming school events.

Office Staff

The School Office houses our Executive staff: The School Director, Business Manager, and Administrative Specialist. The school's office staff work to meet the school's administrative, communication and business needs. If you have any questions regarding the work of the office, please feel free to make an appointment with the School Director.

Accreditation

Association of Waldorf Schools of North America (AWSNA)

Mālamalama Waldorf School is a developing member of AWSNA and entered its first formal year as a "Developing School" in the 2008/2009 school year. AWSNA is a not-for-profit organization whose purpose is to support and encourage the work of all independent Waldorf schools in North America. AWSNA also acts as an accrediting agency for Waldorf schools. For more information on AWSNA and its role in Waldorf education, visit www.whywaldorfworks.org.

Waldorf Early Childhood Association of North America (WECAN)

The Mālamalama Waldorf School Kinderhale Early Childhood Program is accredited as a Full Member with WECAN. For more information on WECAN and its role in Waldorf early childhood education, visit www.waldorfearlychildhood.org

Hawaii Association of Independent Schools (HAIS)/
Western Association of Colleges and Schools (WASC)

Mālamalama Waldorf School is accredited with HAIS and WASC. The Hawaii Association of Independent Schools is the umbrella organization of which WASC participates. Each entity accredits, supports, and promotes independent schools in Hawaii in a way that respects each school's mission. HAIS/WASC promotes excellence in teaching and learning. Mālamalama Waldorf School is accredited by HAIS and WASC for Grades PK – 8.

Chapter 3 - Parent Involvement, Community & Communication

Parent Involvement: The Key to a Child's School Success

More than 40 recent studies indicate that the key to improving student achievement is the involvement of parents or other family members in education.

“There are four general ways parents can be involved: 1. providing support at home, 2. communicating with the school, 3. volunteering at the school, and 4. helping to achieve excellence. All are important. What is crucial is that we do participate. The education of our children cannot be left solely to others. Parents are the first teachers and most significant adults in children's lives. Our actions form the attitudes and outlook toward learning that our children will carry throughout their lives.”

- Excerpt from an article in *The Parent Newspaper*, August 1990

How Parents Best Support Teachers and the Classroom Experience

- Learn about and embrace the principles of Waldorf education.
- Attend all parent evenings regularly to find out what is going on in the classroom.
- Attend parent study groups and workshops.
- Communicate with teachers regularly if you have concerns or commendations.
- Create a home environment that supports what is taking place at school by encouraging children to play imaginatively and by limiting television viewing to non-school nights, if at all.
- Younger children should not be exposed to movies, and parents should be sure they know what movies older children are seeing and approve them beforehand.
- Make sure children arrive at school on time, are properly dressed for the weather, and prepared for the school day with any supplies or homework.
- Volunteer to assist with special activities such as class trips, plays and fundraisers.
- Help with classroom projects: painting, decorating, fall and spring cleaning, and moving.
- Volunteer with class reading groups.
- Inform the teacher if anything special is going on with your child, or if your child is going to be absent from school.
- Provide a regular time and space for homework and musical instrument practice. Take an interest in all subjects, not just the main lesson. Your interest in these subjects will communicate their importance to your child.

Parent's Pledge

While it is impossible to fully characterize all of the diverse qualities and commitments that make the Mālamalama Waldorf School community unique, the Parent Pledge highlights several major ones. We invite your participation in improving it for future years. Please speak with the Executive.

- I will read the MWS Student Parent Handbook each school year to familiarize myself with the school's policies and practices, and uphold and follow all of the rules, regulations, and policies set forth in this handbook. I understand that serious or repeated violations may result in student or family dismissal.
- I will make every effort to attend all parent evenings for my child's class. I understand that my attendance helps ensure that my child's class has an informed, active and mutually supportive parent body that understands the curriculum and its foundation.
- I will read the monthly News Notes, and other communications so that I am informed about the programs, policies, practice, and community life of Mālamalama Waldorf School. In addition, I intend to volunteer or contribute to the major festivals and events in some manner.
- I understand that tuition alone does not meet the schools budgeted expenses yearly, and will strive to participate in the MWS Annual Give Drive, with a heartfelt gift, to the best of my ability.
- I am aware of the school's policy to limit or eliminate use of electronic media (such as television, video games, movies, DVD's, tablet devices, etc.) for my child. I understand that my support of this policy in my home will support my child's healthy neural, brain and emotional development and will help create a class environment that fully supports my child's development.

Communication Policy

To ensure good relations between students, faculty, and administrators as well as between parents, faculty, and administrators, Mālamalama Waldorf School has a Communication Policy that emphasizes treating others with mutual consideration and respect. It is inappropriate to “gossip” about any employee, Board member, student, or parent of the school. In the event a student or parent has a concern or dispute regarding an action by a teacher or other school staff, the following procedures promote effective and positive communication:

Step One

Parents should present any concerns or disputes to their child's teacher. It is very important for the class teacher to be informed of all issues concerning her/his students. The class teacher may refer the individual directly to the school office if the issue is financial or non-curricular.

Step Two

If a family has tried unsuccessfully to resolve any issues with the appropriate faculty/staff (Step 1), and would like further attention given to the matter, a *Parent Concern Form* may be completed in a meeting with the Administrative Specialist. The Parent Concern Form will then be submitted to the appropriate parties for resolution.

Class Teacher

- ✓ Relating to a student's work in a class
- ✓ Student conduct, disciplinary action
- ✓ Curriculum, school rules

Executive

- ✓ School schedule or calendar
- ✓ Tuition, tuition assistance, contracts, bills financial matters, school correspondence ✓
Buildings, grounds, or safety considerations

Step Three

If a concern is not satisfactorily addressed at step two, an appeal may be made to the schools Executive Team through written communication. Unresolved matters may be brought to the board by the Executive Team. Once the Board of Directors renders a final disposition of a matter, that decision will be final. There will be no further rights to appeal from the final disposition.

Parent concerns are kept confidential and shared only with the appropriate school authorities. Parents should expect follow-up communication within two weeks.

Faculty, Staff, Executive, & Board of Director Mail Boxes

All mail addressed to Faculty, Staff, Executive, or Board of Directors may be brought to the school office and will be handled and distributed by the office staff to the appropriate mailbox.

Parent Evenings

Parent evenings for all parents of the class are usually scheduled twice per semester. Please plan your schedule to attend all scheduled Parent Evenings. You may be notified by phone tree and in writing of the scheduled parent evenings for each class. The class teacher will outline the current curriculum and upcoming events. He or she will share a picture of the dynamics of the class and will seek parent support for classroom activities, special events and field trips. Usually, there will be the opportunity for parents to share their experience and ask questions. In the beginning of the school year, one parent will be asked to act as the Parent Association Class Parent Representative (see section on Parent Association for duties). Parent Association Class Parent Representatives bring information of all school events and activities, and at times there will be presentations and conversations about important school wide developments.

All-School Meetings

The entire parent body meets one or more times each year around topics that are of concern to the whole school community. We encourage you to participate and become informed and involved.

Parent-Teacher Conferences

Student progress and achievement are communicated to parents during parent-teacher conferences, which are usually held twice per year in the fall and spring. These conferences offer a significant opportunity to learn about your child's progress. Teachers benefit greatly from listening to parent comments, concerns, and observations, which ultimately benefits the child. Parents can gain a sense of partnership with the teacher by engaging in a dialogue about their child.

It is optimal when both parents are able to attend together. The entire parent-teacher conference is

devoted to the child, in her/his schoolwork, in social relations, needs, and well-being.

News Notes

News Notes is Mālamalama Waldorf School's regular school wide communication system, and it will keep you informed of school happenings. The school's monthly News Notes are distributed regularly. Read them to keep up on all the school's festivals and activities. Please transfer relevant events to your own calendar. Each grade contributes input for this newsletter including upcoming events and reports on past events. Input and/or announcements from parents, office, and Board of Directors are welcome. Contact the office for submission due dates.

In an effort to conserve resources, News Notes may be available via email. Please contact the school office if you would like to be added to the school's email list.

Email Announcements

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

Change of Address, Name and Phone Number

Please notify the office as soon as possible whenever any personal information (i.e. address, work or home phone number, medical emergency information, emergency contacts) changes so that we can keep student files up-to-date. If all-school communications have not been received, please let the office know to check that your family's contact information is correct.

Phone Trees

Each Class Teacher/Parent Representative will prepare a class phone tree which includes phone numbers and/or email addresses for the parents of the students in a particular class to be distributed at the beginning of the school year and updated as needed. Phone trees are only used for important events affecting the class, important reminders, school closure, last minute field trip information, or cancellations or emergencies. Phone trees are only initiated by the class teacher, or school Executive. The person calling will indicate that he/she is phoning at the request of the teacher/school and relay the information.

Families may decline from being listed on the Class Phone Tree. MWS forbids the use of student rosters or phone trees for commercial purposes.

Parent Association/Hui

All parents of enrolled students are members of the Parent Association and are warmly invited to all Parent Association events. The Parent Association nourishes the feeling of the school community by recognizing contributions made by parents.

Parent Association Mission Statement:

The Parent Association of Mālamalama Waldorf School exists to facilitate communication and to build a thriving community of parents, faculty, staff, students and Board of Directors. The Parent Association is an organization that supports, educates and connects the parent body to the rest of the school. It works in tandem with the faculty, Executive and the Board of Directors to help create a healthy school community.

Class Parent Representatives

Class Parent Representatives are parents who have chosen to represent their child's class. The responsibilities of the Class Parent include serving on the Parent Association, serving as the communication link between parents and teacher, and between class parents and Parent Association. Class Parents also assist the class teacher either directly or to find assistance with things such as phone trees, day to day communications, celebrations and festivals, field trips, class fundraising and class service learning projects.

Parent Volunteer Service Request

In working to keep tuition as low as possible while maintaining and enhancing programs and facilities, we ask *each* parent to contribute a total of 20 hours of volunteer service per school year to fundraising events, committee work, festivals, or the general care of the school. Parent Service Request forms, which list volunteer opportunities for the school year, are completed by each parent annually, and volunteer hours are tracked by parents in the Volunteer Log. Please contact the school office for more information.

Assumption of Risk, Release and Waiver for Parents/Volunteers

An *Assumption of Risk, Release and Waiver for Parents/Volunteers* form must be submitted by any parent or person volunteering for or participating in any Mālamalama Waldorf School activity.

The Motto of the Social Ethic

*The healthy social life is found
When in the mirror of each human soul
The whole community finds its expression,
And when in the community,
The virtue of each one is living.*

-Rudolf Steiner

Chapter 4 - Kinderhale: MWS Early Childhood Program

Philosophy

The philosophy in a Waldorf Early Childhood Classroom is to provide a homelike setting that is safe and comforting for your child as they embark on their first experiences away from home and journey into a world of inspired learning.

Teachers hold our days in a graceful RHYTHM, which offers the child a feeling of warmth and security. Through the use of REPETITION within our movement circle, story, song and verse the child's connections to language, context and memory forces are strengthened.

We feel it is foundational to provide three periods of free play (indoor and outdoor) which encourage inquiry, creativity and critical thinking capacities in budding minds. Through the careful efforts of gentle teachers and opportunities to engage in purposeful work and interact with nature, children will develop values and social skills that instill a sense of REVERENCE for the other and for their environment. We hope to help perpetuate pro-social capacities and a 'work ethic' for later childhood and beyond.

Kinderhale Curriculum and Rhythm

In the Kinderhale, we strive to create a warm and nurturing environment where the children can develop their physical, social and intellectual capacities through play, artistic activities, movement and meaningful work.

Children have an innate capacity for learning that streams through them, and it is intricately linked with play. For it is with a playful spirit that they meet the world they are entering. As the child develops and grows, their play also changes. The side-by-side imaginative play of the toddler is very different from the capabilities of the six-year-old's planning, organizing and leading. A safe and harmonious environment with beautiful, open-ended materials give the child the opportunity to develop physical skills, work on social relations and enliven their thinking capacities.

Children learn through imitation and naturally imitate the work of the adults around them. The purposeful work of the teachers within the activities of the day gives the children the substance that they can bring into their play. Teachers are conscious not only of the work itself, but also the gesture and manner in which the work is undertaken. Children also get to take part in the work of the Kinderhale and feel a sense of accomplishment when they set the table for their friends to eat upon, or help to mend a toy, which has been broken.

Children need to move. In fact, it seems that they are constantly in motion, constantly doing. Through their own bodily movement, the child can integrate the world around them. In the circle time, we celebrate the seasons and the beauty of the natural world all around us through songs, poems and movement gestures that meet the developmental needs of the growing child. Outside there is ample opportunity for a wide range of movement and activities.

The rich imaginative world of the young child is honored and strengthened in the Kinderhale through artistic activities such as watercolor painting and beeswax modeling. The children can live into the movement of the colors on the page and experience the rich sensory experience of the beeswax. Teachers

also bring the fairy tales and nature stories to life during story time. The story is told by heart for many days and later may become a puppet show or play in which the children delight in enacting the story.

Rhythm is an essential aspect of the Kinderhale that weaves and brings all of the different activities together. A breathing between the more inner focused activities, such as circle, and the more out breathing activities, like creative play, is created within the framework of the rhythm of the day and week. This rhythm not only supports the development of the internal organs of the child but also creates a secure environment where the child knows just what to expect.

Media Exposure

The use of media and technology can threaten the very fabric of what we are striving to create within the Kinderhale. The noticeable effects of television, computers and video games are now well documented scientifically and can include: shortened attention span, reduced perseverance, inability to concentrate and a weakened capacity to learn and often the disruption of the social life of the group. Young children are vulnerable to their surroundings and do not have the capacity to filter or discern what is present in their environment. Young children need the adults in their lives to act as guardians of this very sacred time called childhood. At Mālamalama Waldorf School, we ask that parents support the work of the teachers by providing creative and imaginative opportunities for their children at home as well, and consider limiting or eliminating the use of all media for the young child.

Arrival and Dismissal in the Kinderhale

All Kinderhale students must be accompanied to the Kinderhale, and picked up by an adult.

Drop-off:

Kinderhale is open for early drop off at 7:30am, and class begins at 8:00. Parents (or other designated adults) must sign their child in on the sign-in sheet posted at their classroom each day. Please bring your child to a teacher so sh/e can be greeted. We encourage families to keep their goodbyes short and sweet so the children can enter into activities of the Kinderhale. Teachers are happy to work with families if a child needs support in transitioning to school.

Pick-up:

Kinderhale children must be picked up immediately when school ends at 2:15pm, Monday-Thursday and 12:30pm, Friday. Parents, or other adults designated for pick-up on a child's Emergency Contact Form, must sign your child out at the end of the day on the sign-in sheet posted at their classroom. Afternoon pickup is 2:00 - 2:15pm Monday-Thursday, 12:00-12:30pm Friday. We ask the adult designated for pickup to arrive no later than 2:15pm Monday-Thursday and 12:15pm Friday. Only children signed up for the Extended Day Program (EDP) may remain past 2:30pm Monday -Thursday, 12:30pm, Friday. Children not signed up for the EDP who remain past the school day, parents will be billed appropriately (see *Extended Day Program*).

Pick-up and drop-off are not always the best times for teachers to discuss questions; however, if you need to inform the teacher of something concerning your child please do so briefly, or set-up a time to meet with the teacher.

Health

Your child's health as well as the health of all of the children and teachers is very important to us. We all need to work together to maintain a healthy environment in our Early Childhood classes. If your child is listless or tired, it is best to keep your child at home where they can rest better. Children do not do well in a social situation if they are feeling poorly. If your child complains of not feeling well, has a sore throat, is coughing, congested, dizzy or has a stomachache or runny nose, please keep him/her at home. If your child has a fever or has vomited in the morning, he/she should be kept home. A child with a fever should stay home for twenty-four hours after the fever has broken (without the use of medication like Tylenol) to allow time for ample recovery. The Kinderhale is not staffed or equipped to care for sick children. If your child develops symptoms of illness during the day, we will isolate him/her and contact you immediately to come and bring them home to rest and recover. If your child comes with ukus (head lice), we will contact you immediately to come and pick up your child. Your child can only return to school when all lice and nits have been eradicated. See *Chapter 9 - Health, Illness & Injuries* for more information.

Clothing

Children should be clean, combed, and dressed in clothes in good repair and suitable for active play, such as running, jumping, climbing and crawling. Even though we live in Hawaii, the mornings at school can be cool so dressing with layers will help the children to be comfortable in the changing weather. Warmth is important for young children so that all of their life forces can go towards the development of their growing bodies. Being cold also affects the strength of our immune system. Please strive for simplicity with clothing. Clothing should be free of pictures, cartoons or media characters and other advertisements. Slippers, sandals or shoes are acceptable. Each child should bring a change of clothes, which is kept in their cubby. Raincoats and boots are also needed for outdoor play on mildly wet days. All items of clothing, including shoes, should be labeled with the child's name.

Toys from Home

The toys in our classrooms are made simply and by hand to enhance particular aspects of the developmental stages of the child. Please keep personal toys and other items at home. Children may bring gifts from nature to share with the class during an appropriate time.

Food

We strive to provide wholesome foods that nurture growing bodies. The Kinderhale provides organic whole foods whenever possible. The Kinderhale program offers home cooked vegetarian snacks and lunches daily, including in aftercare which follow USDA nutritional guidelines.

Please refrain from sending food with your child to school unless they have special diet restrictions due to specific food allergies. Please discuss special diet considerations ahead of time with your teacher so that your child's needs can be supported.

Communication

Open and honest communication is essential in fostering a bridge for the children from home to school. In the mornings, teachers are trying to focus their attention on the children and holding a healthy space in which the children can enter. However, we would love to hear about any information, such as illnesses, lack of sleep or general disposition, which may affect your child's behavior. Please keep these

conversations brief and we will be happy to speak more after school or in the evening.

There are a variety of ways in which teachers will be bringing information to your family, including the bulletin board outside the classroom, letters and flyers from your teacher and school in the slots on the doors, News Notes, which comes out regularly and emails and/or phone tree messages.

Please make it a point to do regular “check-ins” with your child's teacher regarding their general well-being, social life, school life, home life or other developments. Teachers find it crucial to establish good, working relationships with parents to determine the best path of support for your child. If you have concerns or questions about our program, teachers, or policies, please speak directly to the teacher. If you have spoken to your teacher and have an un-resolved concern, you may speak to the Executive Specialist, or School Director, to help facilitate communication and address your concern. See *Chapter 3 - Parent Involvement, Community & Communication* for more information.

Parent Evenings

Parents are expected to attend all scheduled class parent evenings during the year. Teachers may speak about child development, Waldorf education or other topics of interest to the parent group. Parents will also hear about the daily events in your child's class. This is also a time for parents to bring their questions, which can inspire lively conversations and discussions as well as creating a web of support that the parents, teachers and children will feel. We encourage you to make child care arrangements in advance if child-care will not be available for the evening.

Parent/Teacher Conferences

Parents will have the opportunity to speak more in depth about their individual child at parent/teacher conferences in the fall and spring. Be sure to sign up for a time when the teachers post their conference schedule. Teachers will share their observations about your child's development and progress within the class.

Kinderhale Behavioral Guidelines

In the Kinderhale, the early childhood teachers strive to create an environment that supports each individual child's physical, emotional, social, and cognitive development. We work hard to maintain a space that is safe, compassionate, and caring for all of the children and the class as a whole. When challenges arise for a child or children within the classroom, the first place the teacher will look is within. The basis for discipline must begin with self-discipline and the teacher will examine their own actions as well as the particular circumstances within the rhythm of the day from which the behavior arose. Communication with parents and establishing a web of trust and support in which the child can be held through a difficult time is another important aspect in supporting a child. When the children come into the classroom they enter a social environment where they are asked to interact and play with a variety of different children and have to learn how to become part of a larger social whole, a bigger 'ohana. It is important that parents also recognize that they are part of a larger community and while their primary job is in caring for their own child, when they join a class they begin to hold in their hearts the well-being and care of all of the children and families within the class.

It is our hope in establishing these guidelines so that a clear path of support can be created for a child who may be experiencing difficulties within the classroom setting or at home and have behaviors which reflect

these challenges. There are a variety of ways in which the teacher will work with behaviors that are challenging for the child and the class including attentive presence, re-direction, purposeful work, clear age-appropriate communication, caring for the friend, the “watching” chair, and the copper ball. If a child’s behavior includes hitting, biting, kicking or other actions, which directly or indirectly affect another child, the teacher will communicate with both parents regarding the incident. Depending on the severity or consistency of the behavior, the parent may be asked to come and pick up their child or their child may need to stay home the following day from school to be nurtured by the loving home of the family. Often, this may be all that is necessary to help the child come back into a harmonious place so that they are able to re-join the class. If behaviors continue, the teacher may ask to have a parent/teacher conference to hear more about the home situation, to share observations of the child’s experience in the classroom and to collaboratively form a web of support around the child. Some children may need to limit their participation in the life of the classroom for their own well-being and the health and well-being of the teacher and class as a whole. Hopefully, the parents and teachers can come to a mutual agreement about what will best serve the child as well as an action plan involving activities or methods of support that can be happening at home, as well as, what the teacher can be doing to support the child in their classroom experience. Teachers may also ask that families seek the support of other professionals within the field of early childhood education and care. If the behaviors continue, the teacher with the support of the faculty and Executive staff may come to the place where they recognize that they are no longer able to meet the needs of the child. The school and teachers will try to suggest alternatives for the child’s education, which may better meet their unique challenges.

Grade One Readiness

Children who will turn six years of age before June 1st of their Kindergarten year in the Kinderhale will be considered for First Grade the following year. Teachers will carefully observe the children’s physical, emotional, intellectual and social development throughout the year. Teachers will host an informational meeting regarding Grade One readiness and speak about individual children at Parent/ Teacher Conferences. Early Childhood teachers with support from the Grades teachers will conduct an assessment of readiness in the spring previous to Grade One entry. Following the assessment, teachers will make a recommendation to parents about the child’s entry into Grade One and offer suggestions for supporting this transition.

Chapter 5 - Admissions, Enrollment and Financial Policies

Admissions and New Family Enrollment Policy and Procedure

It is the intention and policy of Mālamalama Waldorf School to welcome students from the broadest possible range of social, economic and cultural backgrounds. MWS accepts children of sound capacities, bearing good physical, emotional and mental health. While MWS is open to students with all types of learning styles, there are no formal special education services and therefore the school may not be able to meet the learning needs of all students. Students are admitted upon an interview with a faculty member, receipt of previous school records, and compliance with contractual arrangements required by the school. MWS reserves the right to admit students for a probationary period.

Notice of non-discrimination: Mālamalama Waldorf School is a non-profit 501(c)(3) and admits students of any race, color, national and ethnic origin, gender, religion, physical ability, or family status to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, gender, religion, physical ability, or family status in Executive of its educational policies, admission policies, scholarship and tuition aid programs, and other school-administered programs.

Please note our age requirements:

- Applicants for Kinderhale must be 3 years of age and able to use the bathroom independently by August 1st of the school year for which they are applying. Exceptions may be made for students who are 3 years of age after August 1st at the class teacher's discretion.
- Applicants for Grade 1 must be 6 years of age by June 1st of the school year for which they are applying. Meeting this age requirement does not guarantee placement in Grade 1. A First Grade Readiness Assessment and interview will be conducted with potential first graders to determine appropriate placement.
- Applicants for Grades 2 through 8 must be age appropriate for the grades for which they are applying.

After visiting our campus, or reviewing school information, families may apply to MWS by following the steps below:

Step 1: Completing the Application for Admission – New Students Complete the Application for Admission. and include all supporting documents and application fee. Applications are accepted throughout the year. Applications are processed in the order in which they are received. We strongly encourage applications to be submitted prior to the early enrollment March deadline for the following school year, as there is a penalty for late enrollment. Applications received after the early enrollment March deadline will be reviewed as space is available.

NOTE: If the class for which you are applying is full, your application will be held in our applicant pool until space becomes available, and at that time, you will be contacted for an interview. If no space opens within the school year for which you are applying, the application can be considered for the following year at no additional application fee.

Step 2: Interview with Faculty Member(s) – New Students

Following review of the completed application, the class teacher or Enrollment Coordinator will arrange an interview with the applicant and parent/guardian. At this time, a developmental assessment for Kinderhale applicants, first grade readiness assessment for Grade 1 applicants, and an academic assessment will take place for Grade 2-8 applicants.

Step 3: Class Visit – New Students

Following the initial interview, the applicant may be invited for a three-day visit. During this visit, the applicant will be expected to participate fully in the class for which they are applying.

Step 4: Notification of Admission

The Enrollment Coordinator will notify your family of your child's admission status. If accepted, your family will be presented with an enrollment containing all the necessary paperwork and information required to enroll your child. Prior to the student's first day of school, all items in the enrollment packet and payments must be submitted. If it is determined that your child/family would not be a good fit for our school and/or vice versa, you will receive our regrets via the mail. Should our regrets be because we have filled all available spots in the class, we will hold the application in our applicant pool and contact you in the event that a space opens to arrange another visit.

Re-Enrollment – Current Enrolled Students

Open/Early Enrollment begins in February and ends mid-March for the following school year. Enrollment Contracts are sent out in February to parents of registered students in good financial and academic standing. The initialed, signed and dated Enrollment Contract and Enrollment Fee are due no later than the March deadline to benefit from the early enrollment discount.

Tuition and Fees Policies

Tuition and fees are set by the Board of Directors and are subject to annual review. The current tuition and fee schedule is available in the office or on the school website.

In an effort to streamline our tuition collections process, the Finance Committee of the Board of Directors at Mālamalama Waldorf School requires that all families who wish to pay on a monthly or semester basis, enroll with FACTS Tuition Management Company for the school year. FACTS charges a \$43 annual fee for monthly plans and a \$10 annual fee for semester plans for their service which will be added to your payments. A \$5 change fee will be assessed by MWS for any changes to tuition payment plans. All payments will be automatically deducted from checking, savings, or credit card accounts on the 5th or 20th of the month for Grades families, and the 5th for Kinderhale families. If at any time throughout the year, meeting payment obligations becomes a concern, parents are asked to speak to the Business Manager immediately to work out an alternate payment schedule. Families can sign up for FACTS payment plans online at www.factsmgt.com. *Returning families (except those enrolling in FACTS with a credit card) are re-enrolled in FACTS automatically.*

Class Trip Fee

Depending on the grade your child is entering, there will be an additional fee for Class Trips and is made payable with tuition. The Class Trip Fee is assessed beginning the Pentathlon trip year (usually Grade 5).

The class trip fee is non-refundable and will not be prorated regardless of enrollment date.

Sibling Discounts

Discounts are 10% off the first additional full-time siblings and a 20% discount for any other full-time siblings. The discount is applied to the tuition of equal or lesser value.

Tuition Assistance and Scholarships

The school recognizes the responsibility of financing a student's independent school education rests with the student's family. The school tries to assist families suffering financial hardship by providing financial assistance. We have a limited fund that is distributed each year on the basis of need. Applications for financial assistance are reviewed by the Tuition Aid/Scholarship Committee. The school does not discriminate in the Executive of its financial aid policies on the basis of race, color, religion, national origin, gender, age, or sexual orientation.

Withdrawal Policy

A Withdrawal Form stating the effective date of withdrawal must be received by the office. If a student leaves Mālamalama Waldorf School for any reason after a Tuition Contract has been signed, including but not limited to illness, withdrawal or dismissal, the family is responsible for tuition determined as follows:

Kinderhale Withdrawal Policy

A Student Withdrawal Form is due 30 days prior to withdrawal date.

- **Student is not officially withdrawn until a Withdrawal Form is received in the office.** Families are required to submit a withdrawal form 30 days prior to withdrawal date. If the withdrawal form is received less than 30 days prior to the desired withdrawal date, the family will be responsible for tuition payments for the full 30 days from the date the form was received in the office.
- If the desired end date is on or before the 15th of the following month the family is financially obligated to pay the prorated daily amount.
- If the desired end date is after the 15th of the following month the family is financially obligated to pay the full following month's tuition.
- Family is financially obligated to pay tuition for any portion of the month that the student is in attendance.
- If the school asks that the child be dismissed, the family is obligated to pay tuition for the time that the child was enrolled in school up until the official dismissal date is determined by the school.
- Once a child has withdrawn from the school and would like to re-enroll, the family will be required to pay any unpaid previous balances.

Grade 1-8 Withdrawal Policy

A Student Withdrawal Form is required. As a courtesy, please submit 30 days prior to the withdrawal date.

- **A \$1,200 Termination of Contract Fee along with the tuition, as stated below, is assessed for students in Grades 1-8 for termination of this Enrollment Contract after August 15th. The**

Termination of Contract Fee supplements the financial loss incurred by MWS as a result of the student's withdrawal.

- **Student is not officially withdrawn until a withdrawal form is received in the office.** · Family is financially obligated to pay tuition for any portion of the month that the student is in attendance.
- If the school asks that the child be dismissed, the family is obligated to pay tuition for the time that the child was enrolled in school up until the official dismissal date is determined by the school.

Late Payments, Third Party Collection, and Returned Payments

30-Day Late Payment Policy

Payments are due by the 1st business day of each month. Accounts are considered past due on the last business day of the month. A \$25 late payment fee will be assessed if an account becomes 30 days past due.

60-Day Late Payment Policy

If an account becomes more than 60 days past due, students will be asked not to return to school until the tuition account is brought up to date.

Third Party Collection

Accounts that are delinquent for more than 90 days may be sent to a third party collections agency. In the event that an account is referred to third party collection, the Undersigned agrees to pay reasonable agency and/or attorney's fees incurred in the collection of the amount owed to MWS.

Returned Payment

A \$25 fee will be charged by MWS for any check, draft, FACTS automatic payment, etc. that is returned unpaid for any reason. In the event of multiple checks being returned, you may be required to make payments via cash, money order, or cashier's check for the remainder of the school year.

School's Right to Terminate Privilege of Attendance

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

- Nonpayment of tuition and/or any other amounts due under the Enrollment Contract; 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 MWS School Policies, Standards of Conduct, Behavioral Guidelines, and rules and regulations as contained in the MWS Parent 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 MWS Faculty, Administrators, Staff or Board of Directors 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 MWS.

Chapter 6 - Behavioral Guidelines & Procedures

Code of Conduct

Mālamalama Waldorf School strives to provide a wholesome, nurturing environment in which all students are able to learn joyfully and reach their fullest potential. We expect and encourage our students to be honest, respectful, and try their best to be good citizens of the school community and the world they live in. Because the school is concerned with developing good citizens, we support students to develop good judgment in meeting his/her daily “tests” and act within the limits of acceptable behavior.

Each parent is requested to review these basic reminders with his/her child:

1. Be courteous in word and deed toward teachers, staff, and students.
2. Maintain orderly conduct in the classroom and on school grounds.
3. Follow directives given by teachers in class and on the grounds.
4. Respect and abide by all school rules.

Students are expected to speak and behave in a manner consistent with a respect and appreciation for the dignity and worth of every member of the school community and of the school itself.

Words or actions that are inconsistent with this code of conduct or that compromise or threaten to compromise the health, safety, or welfare of the school or anyone in the school community will not be tolerated.

Students are held accountable for his/her behavior and will be subject to age-appropriate guidance and/or discipline as determined by the school, its faculty and Executive.

The school expects the parents and guardians of MWS students to uphold and follow all of the rules, regulations, and policies as set forth in this handbook; to set good examples for their children; to be supportive of the school; and to treat the students, faculty, Executive, and staff of the school with respect. Serious or repeated violations may result in student/family dismissal.

Anti-Discrimination/Harassment Policy

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

Mālamalama Waldorf School will not condone or tolerate discrimination or harassment on its campus or at its school-related functions. Any person who feels he or she is being subjected to discrimination or harassment should immediately report this to the office, so the matter can be investigated and appropriate action can be taken to end the objectionable conduct. Mālamalama Waldorf School policy prohibits retaliation against any person who has made a complaint of discrimination or harassment, has cooperated with the investigation of a complaint, or has acted as a witness or investigator during the

investigation of a complaint.

Major School Rules

In deciding to attend MWS, students and parents agree to support the following school standards. Violation of any of the following rules by students is considered grounds for separation from the school. The school assumes students will follow both the letter and the spirit of these rules:

1. **Honesty** – Academic and personal honesty is essential to preservation of trust in a community. Lying, cheating and plagiarizing undermine that trust. The following behaviors are prohibited: lying; cheating, giving or receiving unauthorized assistance on any test or assignment, altering test answers or grades; falsifying academic records, application, transcripts, notes to/from parents or teachers, or administrators; committing plagiarism, i.e. submitting any written, oral, performed, or artistic work that has been copied in part or in whole from another’s work without indicating the portions that were copied and giving credit to the author; submitting the same student work to more than one teacher without the permission and knowledge of the teachers involved.

It is also dishonest for a student to mislead by not telling the whole truth, not stating important, relevant information, and not making all reasonable efforts to clear up misunderstandings or unclear areas.

2. **Involvement with Alcohol, Tobacco or Drugs** – No student may possess or consume alcoholic beverages, tobacco, or other drugs (non-prescribed or illegal) while under school jurisdiction, on or off campus. Generally, if a student is found in the vicinity of another student using alcohol, tobacco or drugs, the school will consider him/her guilty of involvement. Similarly, a student possessing drug paraphernalia will be considered guilty of involvement.
3. **Vandalism or Theft** – Destruction of school property or the property of others, borrowing without permission, taking property of others, or keeping stolen property are examples of vandalism and theft and will not be tolerated. Property must be replaced or repaired at the cost of the child or his/her family.
4. **Bullying and Harassment** – Harassing, threatening, teasing, tormenting or “picking on” students at MWS violates our commitment to living as a community. Any actions deemed harmful, dangerous or disrespectful to others are unacceptable.
5. **Physical Abuse and Fighting** – Fighting and physical abuse or harm of another person with an object, hand, foot, or body will not be tolerated.
6. **Swearing, and Abusive or Obscene Language** – No student may swear, or use abusive, threatening or vulgar language.
7. **Willful Disobedience** – No student may intentionally and directly fail to follow a directive from a member of MWS faculty or staff.
8. **Disruptive Behavior** – Running, rough-housing, or other disruptive behavior during class or in close proximity to classrooms is not permitted unless under specific direction and supervision of a

teacher.

9. **Weapons, Firearms and Fireworks** – No weapons (including knives and other sharp objects), firearms, fireworks, or any other types of explosives or incendiary devices are allowed on campus at any time.
10. **Fire Regulations** – Flammable materials such as matches, candles, and incense may not be lighted by students without the direct supervision of a teacher. Students may not carry lighters or matches to school. Students may not tamper with the fire equipment (i.e. fire alarms, fire extinguishers).
11. **Gambling** – Students may not gamble.
12. **Conduct Detrimental to the Reputation of the School** – Students must behave, both on and off campus, in ways that reflect favorably on the good name of the school. Offensive public conduct violates the spirit of this rule.
13. **Leaving Campus** – Students are never allowed to leave campus or a school event (i.e., field trip) on their own without a written note from their parent and approval from their class teacher. Teachers or other designated school staff are responsible for the whereabouts and the safety of the children under their care during the school day in addition to field trips and class overnight and off island events.
14. **Repeated Minor Violations of Rules, Code of Conduct, Dress Code, Playground Rules or Classroom Behavioral Expectations** – Frequent minor infractions may result in a disciplinary meeting. MWS expects cooperation from all students, whether or not major school rules are involved.

Grades 1-8 Classroom Behavioral Expectations

1. Hands must be raised for questions and answers.
2. No talking unless called upon by the teacher.
3. Permission from the teacher is required prior to leaving one's seat or area of supervision.
4. No food or drink permitted in the classroom except for lunch or snack breaks.
5. Homework needs to be handed in neatly on specified due dates.
6. All required material for the subject class (musical instruments, foreign language books, athletic shoes, etc.) needs to be available the day the class is taught.
7. The subject material needs to be handled with care. (Do not mutilate or tear.)
8. Vulgar language, persistent neglect of assigned work, persistent willful insubordination, or excessive truancy may result in probation, suspension, or dismissal, and will be reflected in the permanent record.

Further Student Expectations

Individual teachers may also have further expectations which they will then communicate to their classes. Consequences for disregarding the expectations will be determined by the individual teachers, but repeated occurrences will then become the concern of the Disciplinary Committee.

Supervision/Playground Rules (Before, During and After School)

1. All children must be in a supervised area at all times. Children may enter the playground only when a supervisor is on duty. There is no supervision on campus prior to 7:30a.m. All students who are not picked up within 15 minutes of the end of the school day will be signed in to the Extended Day Program.
2. Children may not go beyond the boundaries of school property, fenced or not. Students may leave a supervised area only after receiving permission.
3. Students must be respectful to the teachers on duty, to fellow students, and to our school property.
4. No food allowed on the playground.
5. No tackle football, soccer, baseball or contact sports.
6. No playing in puddles or mud.

Dress Code and Grooming Standards

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

In general, all students are expected to be washed and have their hair combed. Clothes should be clean, comfortable and in good repair. All children should be dressed appropriately for the weather; a second shirt or jacket may be sent for cold or rainy days. Labels are recommended for clothing that might be removed or lost. Students are always expected to use good taste and common sense in their dress. School dress code must be followed throughout the school day until the student leaves campus.

Compliance with Dress Code and Grooming Standards

Assessment of compliance with the Dress Code and Grooming Standards will be left to the discretion of any teacher or staff member.

Students who attend school dressed or groomed inappropriately will be directed to change and will be responsible for making up all work missed while out of the classroom. If the student has no appropriate clothing to change into, the school will provide the student with a Mālamalama Waldorf School t-shirt for which the student's family will be charged. The student cannot simply cover up the inappropriate attire with a jacket or sweater. Whether or not the student wears a jacket or sweater, he/she is expected to wear appropriate attire underneath. If the dress code violation cannot be resolved by changing into a Mālamalama Waldorf School t-shirt, or through any other available means, the student will be sent to the office to contact and wait for his/her parents to bring appropriate attire to school for the student to change into. The student is responsible for completing all work missed while out of class. Continued violations will result in a Parent/Teacher Conference.

Any questions of dress and personal grooming that may arise and are not covered by this code will be determined in the spirit of the existing criteria. We ask for and appreciate the cooperation of all parents in encouraging moderation in clothing and personal grooming for the sake of improving the learning atmosphere for all of the children.

Unacceptable Attire/Grooming (General Guidelines):

- Attire printed with media/cartoon images
- Extremes in dress
- Extremes in hair style or color
- Sheer or see through clothing
- Attire that permits the exposure of the cleavage or buttocks area
- Attire that permits the exposure of undergarments

Specific Guidelines for Attire/Grooming

All attire should fit the student properly and should not be too short, long, loose or tight:

Tops:

Acceptable

- Shirt lengths which overlap waistband of pants by at least two inches
- Logos or symbols less than four by two inches in size
- Tops which are solid or patterned
- Full-length t-shirts
- Full-length polo shirts
- Blouses, buttoned and aloha shirts
- Sleeveless tops with straps at least two inches wide with modest necklines and armholes.

Unacceptable

- Shirts with inappropriate logos, symbols, images, or words
- Shirts which regularly expose the midriff; no crop tops
- Shirts that are extremely low cut at the neck or back
- Strapless tops

Pants and Shorts, Dresses and Skirts:

Acceptable

- Pants or shorts which fit well and are of a plain nature
- Shorts of an appropriate length
- Dresses and skirts of an appropriate length

Unacceptable

- Pants which are ripped above the knee
- Baggy pants worn at the hips or lower
- Dresses that are low cut at the neck or back
- Strapless dresses
- Skirts or dresses with front slits

Footwear:

Acceptable

- Closed shoes, sneakers with socks or sandals with back straps (must be worn at all times on campus, unless appropriately permitted by a teacher)

Unacceptable

- Shoelaces which are untied
- High heels
- Heelys or other roller type shoes on campus at anytime
- Rubber slippers or any other shoes without back straps

*Jewelry and Accessories:**Acceptable*

- Minimal amount of jewelry and accessories of a plain nature
- Stud type pierced earrings
- Earrings no more than two inches in length

Unacceptable

- Oversize or extreme jewelry
- Jewelry with spikes
- Chain wallets

*Cosmetics:**Acceptable*

- For students Grades 5 thru 8 minimal, natural looking make-up and light colored nail polish are permitted

Unacceptable

- Make-up and nail polish for students pre-K through Grade 4

Movement Education Attire

Students are required to be properly attired to participate in M.E. class with athletic shoes.

- Long hair must be tied back
- Long earrings and other jewelry which may become entangled with another object must be removed

A student will be excused from M.E. class only with a written excuse from a parent or health-care provider.

Festival/Performance Attire

Children will be asked to dress in nice attire for special events. Nice attire may be dresses, skirts, dress pants/shorts, or collared aloha shirts.

Disciplinary Actions*Kinderhale*

See *Chapter 4 - Kinderhale: MWS Early Childhood Program*

Grades 1 -8

Disciplinary decisions are at the sole discretion of the school's Disciplinary Committee, which is made up of at least three faculty and/or staff. The school in its discretion reserves the right to impose any of these disciplinary actions for violation of the Code of Conduct, School Rules, Classroom Behavioral Expectations, Playground Rules, or Dress Code:

- Student may be asked to leave the classroom
- Student may be sent to the office
- Community service
- Parent conference
- Individual counseling
- In-school suspension
- Mandatory study hall
- Suspension
- Expulsion or withdrawal of attendance from school

Under no circumstances will teachers or staff, utilize corporal punishment or touch a child in anger.

In the context of an understanding and acceptance of the school's code of conduct, rules, expectations and policies, any student or parent who has questions or concerns regarding any action taken by the school, its faculty, or Executive should discuss the matter with the class teacher. If the matter cannot be satisfactorily resolved, the final recourse of the student, parent, or guardian is to request a conference with the Executive Team.

In raising questions or concerns regarding actions taken by the school, students and parents are required to conduct themselves at all times in accordance with our communication policies and standards of decent, respectful conduct toward others. Failure or refusal to adhere to school policy and standards of conduct in itself may constitute immediate expulsion of a student or terminate the privilege of the student's attendance at Mālamalama Waldorf School.

Gum

No gum chewing at school.

No Smoking/Vaping and Alcohol Policy

Mālamalama Waldorf School is a tobacco and vape free campus. Smoking and alcohol are not permitted on campus at any time.

Chapter 7 - DROP-OFF/PICK-UP & EXTENDED DAY PROGRAM

General Parking Lot Safety

At the beginning and closing of school, children may be dropped off or picked up at specified areas in the parking lot. We ask that all vehicles enter the parking lot on the right and travel at a maximum speed of 5 miles per hour.

Drop-off, Pick-up & Extended Day Program (General Information)

Grades 1 – 8

For safety reasons, students are not allowed on campus before 7:30am. Faculty and staff are not in attendance at this time.

School begins promptly at 8:00 am. Please ensure your child comes to school on time to avoid disrupting the class. Parents should notify the school by 8:00am if their child will be late or absent from school. Arrangements may be made for the parent or another child to pick up homework assignments.

All grade students must be dropped off at the drive-through near the office. Please drive in at the school gate and wait patiently for your turn to pull ahead to where students are disembarking. Street drop off is not allowed. Under no circumstances should parents leave infants or young children in a vehicle unattended for any amount of time.

Grades students not in the Extended Day Program should be prepared to leave the campus immediately after school ends. Students will wait in a designated supervised area for pick-up. They may do homework, chat with friends, or read a book at this time. A 15-minute grace period is given to allow for traffic or emergencies. *Grades' children who have not been picked up within this grace period will be checked into the Extended Day Program and charged for Extended Day Program services at the hourly rate of \$5.00 per hour with a minimum charge of \$5.00.*

Kinderhale

Please see *Chapter 4 - Kinderhale: MWS Early Childhood Program* for pick-up and drop-off information.

Extended Day Program (Aftercare)

Afterschool care is available in our Extended Day Programs (EDP) for students ages 3-12 for an additional monthly fee and is licensed by the State of Hawaii Department of Human Services. Drop ins for Grades students may be available if space in the program is available. The office must be informed of EDP drop-ins to ensure that space is available. The EDP welcomes Grades children from the community, if space allows. Non-Mālamalama students are interviewed prior to acceptance into the program. Proof of physical, immunizations and TB clearance is required.

Supervision and instruction are provided by the Extended Day Program Coordinator. The Extended Day Program hours are from the end of the regular school day until 5:00pm for children ages 6-12 and until 5:00 for Kinderhale children. The Extended Day Program does not operate during school vacations,

holidays, weekends, or non-instructional days.

Children checked into the Extended Day Program must be signed out by a parent or designated adult. Please refer to the Extended Day Program brochure for current monthly and late pick-up fees and enrollment forms.

School rules, code of conduct, dress code, and playground rules apply while students are in the Extended Day Program.

Note on Afterschool Supervision

IMPORTANT: For their safety, please supervise your children if you stay at the school after pick-up time. The Extended Day Program is responsible only for children enrolled in the program or signed in by a faculty member.

Chapter 8 - ATTENDANCE POLICIES

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 (see *Early Departure*). Please telephone or email the office, and email the class teacher to make these arrangements. No portion of tuition, fees, or payments will be refunded or canceled in the event of a student's temporary absence from school.

Absences in the Grades

Elective absences for vacations or appointments are strongly discouraged. A sound education relies on the rhythm of the daily school experience. Such absences create extra work for the teacher and often the loss of critical lessons for the student. Class work and assignments will not be excused because of absence. If frequent or extended absence cannot be avoided, parents need to provide supplemental tutoring for their child to make up missed learning and work.

Excessive absences will necessitate a parent-teacher conference. An academic liability waiver form must be signed by parents of students absent more than 17 days (or 10% of enrolled days) stating the student has not received the full curriculum for the grade level. In extreme cases, excessive absence will result in expulsion from school.

Tardiness in the Grades

Any child who is not ready to enter his/her classroom by 8:00a.m. will be listed tardy. Students who arrive after 10:00am will be considered absent for the day, as the main lesson was missed. Tardiness seriously compromises the rhythm of the entire class as well as the learning of the tardy student. Each class begins the day with a greeting and a morning verse. Not only is it highly disruptive for those already present when a student arrives late, but the student also misses something of intangible importance.

Tardy students are to be brought by a parent or driver to the office for a tardy pass and escorted to class by the parent or driver.

Except in an emergency, no tardiness is excused. A tardy child will not be permitted to enter the classroom without a tardy pass from the office. Excessive tardiness will necessitate a parent-teacher conference.

Early Departure

If it becomes necessary for a parent to pick-up a child before the scheduled school dismissal time, **the parent or responsible adult listed on the student's Emergency Contact Form must sign the student out at the school office.** If the student is returning to campus during the same school day after being off campus, the parent must sign the student in at the office. Please schedule routine appointments outside of the school day whenever possible.

Chapter 9 - HEALTH, ILLNESS & INJURIES

Health Record Requirements

The State of Hawaii School Attendance Law requires that all children entering school comply with the State of Hawaii Department of Health regulations, which includes a *physical exam* and *tuberculosis clearance* completed within one year before first entrance into school in Hawaii, and *immunizations or a signed religious waiver*. A brochure of all such requirements is available in the office.

Immunizations

Exemptions for religious or medical reasons may be granted. "Request for Exemption" forms are available in the office and must be submitted prior to school entry. In the event of an epidemic, the Department of Health may require parents to keep non-immunized children at home. Waivers are NOT granted for tuberculosis clearance tests.

Medical and Accident Insurance

Mālamalama Waldorf School Board of Directors has moved that "...student accident insurance is a minimum mandatory requirement for all students entering our school. No student will be allowed entrance without proof of medical or accident insurance."

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.

All students are required to have some form of medical insurance. Parents are responsible for establishing medical coverage for their children. Mālamalama Waldorf School must have documented proof of insurance in order to enroll your child at the school.

Emergency Medical Procedures

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

If a child is seriously ill or hurt and requires immediate medical attention, the school will call an ambulance. The child will be transported to the nearest medical facility at the discretion of the emergency medical technicians. Parents will be notified to meet the child at the emergency facility.

Members of the school staff are certified in basic first aid and CPR by the American Red Cross or American Heart Association. When a child is injured, treatment will be initiated following Red Cross or American

Heart Association guidelines.

General Illness

If children are ill or feverish, parents must keep them home, for their own sake and for the sake of others. *If a child becomes ill while on campus*, the child has a fever and/or is in significant discomfort while on campus, the school will notify a parent or designated representative, who is expected to take the child home immediately. The school does not have facilities to care for children who come to school too ill to remain in class.

Children are not permitted at school with a fever, an infectious or contagious illness, excessive or projectile coughing or runny nose, vomiting/diarrhea 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 illness is no longer contagious, when scabs have formed (in the case of open sores), or when it is at least **24 hours after** the child's temperature has returned to normal (without the aid of a fever reducer such as acetaminophen, or ibuprofen) or vomiting/diarrhea has ceased.

Communicable Diseases

It is the policy of Mālamalama 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 School Director by confidential communication any time a positive diagnosis of such a disease is obtained by the student or employee. The case shall then be reviewed according to guidelines issued by the State of Hawaii Department of Health, which are considered part of this school's policy.

The school will post notices should issues arise on campus or from the State of Hawaii Department of Health. We ask cooperation from parents if their child's diagnosis of a communicable disease may affect the health and/or safety of other students and faculty.

Pinworms

Pinworm disease is a common infection of the large intestine. It is caused by a parasitic worm.

The disease is found most often in preschool and school age children. Parents of infected children can get the disease.

Pinworms usually cause itching around the anus. The child may also be cranky because he/she may have trouble sleeping. Some persons with pinworms may not have symptoms.

Good hand washing after using the toilet, changing diapers, and before eating can help prevent the disease.

If parents discover that their child has pinworms, a contagious condition, the following procedure applies: contact your healthcare provider, the child will stay home until he/she has been on treatment for 24 hours.

If one family member has pinworms, all family members may need to be treated. Contact your health care provider for more information.

Head Lice (Ukus)

Ukus are common among preschool and elementary age children and have nothing to do with cleanliness. If parents discover that their child has head lice, a contagious condition, the following procedure applies: ask your health care provider or pharmacist to prescribe/recommend an appropriate pediculicide; parents must communicate by note or phone call, stating that their child was treated and what treatment was used.

The school has a “no nit” policy. Until the lice and their eggs (dead or alive) are eradicated, infested students will be excluded from all school activities. Students may return to school ONLY WHEN all lice are gone.

If a class teacher discovers that a child has head lice, parents will be notified to pick up their child immediately from school and to begin treatment of the lice.

Home-Hospital Instruction

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

- The child is absent for more than two weeks because of illness or injury or is chronically ill.
- A written report from the physician or psychologist indicating that this service would be appropriate is filed with the State of Hawaii Department of Education.
- The service would be limited to the programs offered by the public schools. Requests must be made through the school. The service provides a maximum of five hours per week of instruction.

Medication

Parents are requested whenever possible, to allocate time for administering any medicine within the hours when the child is at home. Any student who is required to take prescribed medicine during regular school hours should do so in compliance with school regulations.

Medication prescribed by a physician for a child may be brought to school if:

1. The medication is kept in the original container bearing the prescription label which shows the date filled, the physician’s directions for use, clear dosage instructions and the child’s name.
2. The prescription medication is sent to the office and is kept out of reach of children and is returned to parents or guardians when no longer in use.
3. No prescribed or other medication will be stored at the school or administered by authorized school personnel without prior completion by both the parent and physician of the **Medication Dispensing Waiver**.

Chapter 10 - EMERGENCY PREPAREDNESS & SCHOOL CLOSURES

Closure of the School

Generally, when announcements are made over the radio or television that area public schools are closed, we will also close. Should we be directed to close by the Department of Education and/or Hawaii County Civil Defense Agency during the school day, all students and staff will be required to vacate the school within one hour of notification. We will contact the designated person on the child's Emergency Evacuation Form. No staff member may take a student to their home unless their name appears on the Emergency Evacuation form signed by the parent. Under no circumstances 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. Please establish and practice individual and family plans for emergency preparedness. Please be assured that we will do everything we can to take good care of your children during any emergency or disaster.

Fire

We practice building evacuation regularly throughout the year. These fire drills are conducted during school hours and in the Extended Day Program. 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. After a short stay at the evacuation destination, roll is taken and students return to their classrooms. In the event of an actual fire, our evacuation procedures and destination will be the same as for a drill. Children with physical limitations will be helped by a staff member. Should our buildings not be habitable, we will call for you to pick up your child as soon as possible.

Tsunami

The Hawaii County Civil Defense Agency 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 Hawaii Island (identified on the maps in front of the telephone book) must be evacuated.

An Urgent Tsunami Warning refers to waves generated locally. If you hear this warning, those in evacuation zones have 40 minutes' maximum evacuation time.

Mālamalama Waldorf School is not in a Tsunami inundation zone.

If a Tsunami Warning is issued while school is in session, there should be no significant change in our normal routine. For your safety, and to avoid contributing to unnecessary traffic congestion, it is advised that you NOT leave work and rush to school until the "all clear" is announced. We will take care of your children until pick up can be accomplished safely. If a Tsunami Warning is issued before school begins, classes will be canceled and school will be closed.

Hurricane/Tropical Storm

When a **Hurricane or Tropical Storm Watch** is issued by the National Weather Service, we will monitor the storm and make a decision whether or not to close the school before the issuance of a warning. Timing of the closure will generally coincide with the end of a normal school day (Extended Day Programs will be canceled). If a **Hurricane or Tropical Storm Warning** is issued before school begins, classes will be canceled and the school will be closed.

Earthquake

If students are indoors when an earthquake occurs, they will stay indoors and immediately take cover under desks, tables, or in supported doorways. If no desks or tables are available to hide under, students will drop to the floor in a sitting position and cover their heads. If outdoors, students will stay outdoors and move as far away from buildings, trees and utility poles as possible.

Flooding

During extremely heavy periods of rain or under tropical storm or hurricane conditions, flooding in our area is possible. School closure may be necessary if flooding of classrooms is imminent or occurring.

Annual Asbestos Report

The Asbestos Hazard Emergency Response Act (AHERA) was established by the U.S. Environmental Protection Agency (EPA) to protect school age children from unintentional asbestos exposure. Under this Act all public non-profit private schools were required to inspect all buildings for asbestos fibers.

Mālamalama Waldorf School does not contain any asbestos in the rooms used by our faculty, children and other staff members. This conclusion is based on four (4) factors as follows:

The initial inspection of our school complex by AHERA Inspector Kenneth A. Williams on November 1, 1988

1. A letter from the architect dated July 1, 1999 regarding ACBM status of the building materials used in construction of Mālamalama Waldorf School.
2. A report of the AHERA Three Year Reinspection by Michael Polkinghom dated December 21, 1999.
3. The US Environmental Protection Agency (EPA) per letter from Russell Takata (Program Manager, Noise, Radiation, and Indoor Air Quality Branch) dated February 21, 2002 indicates no further action required at this time.
4. The US Environmental Protection Agency (EPA) per letter from Russell Takata (Program Manager, Noise, Radiation, and Indoor Air Quality Branch) dated February 27, 2004 indicates no further action required at this time.

This notification will serve as our Annual Report for the school year management plan. If you would like to review our management plan at any time, a copy is located in the office.

Chapter 11 - OTHER INFORMATION REGARDING CAMPUS LIFE

Birthdays

Kinderhale

The teachers regard your child's presence in the Kinderhale as a blessing and are grateful for the opportunity to express their appreciation on his or her birthday. Please be in touch with your child's teacher two weeks prior to the birthday. On their special day, both parents are invited to attend.

Grades 1 - 8

The older grades welcome celebrations of birthdays in the class. Please consult with the class teacher about food arrangements. Highly refined sugar products should be avoided and dietary needs of classmates considered.

Class Trips and Field Trips

Class trips involve a good deal of preparation and work by class teachers and parent volunteers, and they yield rich rewards in the social fabric of the class as well as in the children's growing sense of themselves. Often the experience will mirror back from the outside world what has been brought in the classroom in an imaginative way, resulting in a very special feeling of confidence in Waldorf school life.

Field trips are planned by the teachers to complement the Waldorf curriculum at each grade level. The class teacher or sponsor will provide parents with all details regarding the arrangements, costs, food, duration of stay, etc. Teachers and volunteer parent drivers provide transportation using the school's rented vans, or private vehicles. (*See "Field Trip Guidelines for Chaperones/Volunteer Parent Drivers" for more information*)

Field Trip Guidelines for Students

Students are our ambassadors in the public eye, and should represent their school accordingly. All Mālamalama Waldorf School rules of behavior apply to students while on a school field trip. 1. Signed permission slips are required. If no permission in writing is given, the child will be unable to go on the excursion or trip.

2. Students must treat chaperones with respect and gratitude and mind them as they would their teacher.
3. Students must be polite, considerate of others, and use proper manners at all times. 4. No swearing or use of vulgar gestures.
5. Purchasing or bringing of candy or gum is not permitted.
6. Chaperones may not stop for unscheduled side trips.
7. Students must wear their seat belts while traveling in vehicles and booster seats as required by law.
8. Dress appropriately for the field trip. When possible, please wear your MWS t-shirt. 9. No electronic devices are allowed on field trips.

Field Trip Guidelines for Chaperones/Volunteer Parent Drivers

Chaperones should treat students with respect as they would their own children. 1. Overnight chaperones are required to have completed a background check at their expense (forms are available in the office).

Please complete two weeks prior to the excursion. 2. Smoking is not permitted while participating in the school activity.

3. No swearing or use of vulgar gestures.

4. For the safety and accountability of all, no stopping for any unscheduled side trips. 5. Automobiles should be in good condition to alleviate the potential for a breakdown. 6. Drivers are required to provide a copy of their valid driver's license to the office. 7. Proof of current automobile insurance with \$100,000 - \$300,000 liability is required for all

vehicles transporting students and/or staff. The school is waived from responsibility for transportation of students in vehicles not owned by the school.

8. Proof of current automobile safety check is required for all vehicles transporting students and/or staff.

9. Seatbelts are required for everyone in the vehicle. Each student being transported to and from school activities must wear a seat belt: one seat belt per child and/or booster seat as required by law. Seat belts will be buckled before the vehicle is started.

10. Alcohol and/or illegal substance use is strictly prohibited. Violation of this guideline may result in immediate termination of the chaperone's participation in this and any future event. 11. Cell phones are permitted for emergency situations only. Please acquire phone/cell numbers for emergency services and other cell phones on the excursion.

Gift Policy (For Gifts to Faculty & Staff)

The following is the policy of gift giving to teachers and staff:

1. Individual parents are free to give any teacher a gift as long as it does not involve soliciting other parents. We encourage donating towards professional development. 2. Solicitation of parents for specific amounts for class gifts is discouraged. If parents want to jointly give a class gift, contributions should be voluntary and of whatever amount a parent feels they can give; then a gift would be selected within the amount collected.

Lost and Found

To avoid losing items it is recommended that parents identify all of their children's personal belongings – clothing, lunch boxes, books and such – with permanent markers or sewn-in tags. A lost and found box is located in the Office. Check for lost property by searching in this box periodically. Students are encouraged to take care of their possessions; however, labeling clothing helps, especially with socks and shoes. Lost and found items will not be stored at the school indefinitely. Contents of the lost and found box will be donated to recycling centers or reuse shops periodically.

Lunches and Snacks

Kinderhale

We strive to provide wholesome foods that nurture growing bodies. The Kinderhale provides organic whole foods whenever possible. The Kinderhale program offers home cooked vegetarian snacks and lunches daily, including in aftercare which follow USDA nutritional guidelines.

Please refrain from sending food with your child to school unless they have special diet restrictions due to specific diagnosed food allergies. Please discuss special diet considerations ahead of time with your teacher so that your child's needs can be supported.

Grades 1 – 8

Please send nutritious lunches and snacks that do not require additional preparation. Please pack a sufficient and healthy amount of food to satisfy your child's appetite. Try to minimize desserts. We discourage food with sugar as the main ingredient. Candy, gum, and soft drinks are not permitted. Plain, functional lunch containers that do not leak are recommended. Small coolers or lunch boxes with ice packs help protect food from temperature extremes and insects. No inappropriate pictures or media images please. Children's lunch boxes are kept in or on top of their outside cubbies at room temperature.

For those students attending our Extended Day Program, afternoon snacks are provided.

Snacks and lunch are provided in the Kinderhale.

Monday Morning Assemblies

Grades 1 -8

An all-grades assembly is held at 8:00am every Monday (or first day of the week). We gather together as a community of students and teachers in acknowledgement of our school and share announcements for the upcoming week. Parents are encouraged to stay and participate.

Personal Money

During the school day, students usually have no need for money. The school strongly discourages bringing wallets and cash, and cannot assume responsibility for loss. If students must bring money to school, please make arrangements with the class teacher to hold it for them.

Pet Policy

It is the policy of Mālamalama Waldorf School to provide a safe, non-threatening and healthy working and learning environment for all faculty, staff and students. With the exception of service animals for individuals with disabilities, having pets on campus is a privilege, not a right.

In an effort to respond to concerns of health (especially allergies), phobias, and safety concerning pets, including but not limited to dogs on campus, the guidelines are:

Pets on Campus during Drop-Off, Pick-up, or at School Events

- In order to accommodate individuals with a disability, service animals are permitted on the premises.
- Dogs visiting campus grounds shall be on a standard (6-ft) leash. Dogs may not be left unattended or tied to any objects (e.g., structures, trees, or vehicles). All damages caused by an animal are the responsibility of the owner or guardian of the animal at the time of the damage; repairs will be billed accordingly.
- Cats, rabbits, guinea pigs, or other small animals must be transported and kept in a travel kennel.
- Only clean, trained, well behaved, non-aggressive pets are allowed on the premises. · It is the owner's responsibility to ensure that pets relieve themselves outside and away from any area where children eat or play, and to clean up after the pet and dispose of the pet's waste properly. All indoor accidents are also the responsibility of the owner and not of the school's cleaning service. Pet owners are responsible for providing a separate disposal container for pet waste.

Pets in the Classroom – Student Pets, One Day Visit (Show and Tell)

- All of the above apply, including:
- Classroom teachers are responsible for the decisions about pets brought by students, *and* resolving any problems that may arise.
- All pets must be healthy and pose no health risk to humans as carriers of active infections, parasites, fleas, ticks, etc.
- Class parents must be informed to expect a pet in the class so that they may express any concerns regarding safety, allergies or phobias.
- Pets must be kept on leash or otherwise confined during class and recess time.

Pets in the Classroom – Extended Stay

- All of the above apply, including:
- Should an employee request an animal on campus for more than one day, it is the responsibility of the School Director for determining the appropriateness of having a pet in the workplace, the length of time it may stay, and resolving any problems that may arise.
- Pet owners must comply with any state, county laws and ordinances governing licensing, vaccinations, and control, and have proof of compliance available at all times. · It is the owner's responsibility to research regulations including state child care center licensing and Hawaii Council of Private Schools with regards to animals on a school campus.
- A sign must be posted so any visitor will expect a pet in the area.

When concerns arise, it is the responsibility of any individual who is uncomfortable with a particular pet to be certain his/her needs or feelings are communicated appropriately.

Individuals having a problem with any animal on campus must take responsibility for bringing the issue to the attention of the pet owner, class teacher or the school office. Pet owners must be respectful and responsive to their co-workers and colleagues by taking responsibility for correcting any such problems. Keeping in mind that having pets in the workplace is a privilege not a right, *the School Director* may revoke this privilege *at any time and for any reason*.

Picture Day

In the fall, all students have individual and class pictures taken and these may be included in a yearbook. Pictures may be ordered through the school's selected photographer. For absent students or pictures with pose problems, a retake may be rescheduled directly with the photographer when possible.

Religion Statement

Mālamalama Waldorf School is one of over 1,000 Waldorf schools worldwide committed to the Waldorf curriculum and its unique insight into child and adolescent development. The identity of each Waldorf school is profoundly affected by the values at the core of Waldorf pedagogy. Waldorf education values educational insight and practices that lay the foundation of free individuality, through which the universal human can be brought to expression in myriad ways in our culture.

Mālamalama Waldorf School is open to children of all backgrounds. Waldorf curriculum works to inspire

morality through the cultivation of gratitude, reverence, and love for the world. It is rich in the teachings of the many great religious traditions of the world. The study of the history of civilizations acquaints the child with spiritual leaders of humanity, such as the Buddha, Moses, and Christ. Through their experience in the classroom and in the celebrations of the yearly festivals, students are enabled to develop an understanding of, and respect for, the diverse cultures and religions of the world.

Drawing primarily, but not exclusively on western traditions, the festivals celebrate our common humanity, rather than our separateness in belief or practice. There is no wish or intention to impart any particular religion to the students, nor are there any devotional services offered of any kind. The school leaves the question of religious practice strictly with the family.

Students from many religious and cultural backgrounds have been educated at Mālamalama Waldorf School, finding their essential spiritual nature uniquely recognized and honored, and their private beliefs respected. If you have any questions, please speak to your class teacher.

School Supplies

A short basic supply list of items parents must purchase locally is available online or in the school office in July or early August.

The school provides most of the other necessary school supplies, which are specialized Waldorf materials such as main lesson books, specialty pencils, crayons, pens, handwork supplies and the like. Teachers carefully plan and select appropriate supplies for each grade level. Any lost or damaged items need to be replaced and paid for by the parents.

School Year Calendar

School year calendars are available at the office and on the school website. They have information on “no school” days, festivals, and other activities. Please review the school calendar regularly to become aware of upcoming events.

Office Telephone Use and Messages

Student use of the school telephone is restricted to urgent matters and emergencies only. A student must have permission from a teacher or parent to make a call. Please be certain that your child has taken to school all s/he needs for the day, and that s/he knows the plan for returning home or visiting with friends. Afterschool arrangements should be made in advance so that children know the plans for returning home or for visiting with friends.

We request that parents limit their use of the school phone use as well, as we have only one line for incoming phone calls.

When calling the school please remember that the school has only one telephone line for incoming phone calls. If your call is answered by the voice mail system, please leave a message and the office will return your call as soon as possible. You may also choose to email the school at info@hawaiiwaldorf.org or admin@hawaiiwaldorf.org if your message is urgent.

Toys, Electronic Devices, and Non-Educational Items

Toys may not be brought from home in either the grades or Kinderhale. Please keep all privately owned toys at home.

Radios, MP3 players, iPads, virtual pets, portable video games or any other electronic devices are not allowed at school.

Students are not allowed to bring cellular phones to school. Students are allowed to use the school phone for emergency contact (See *Policies and Procedures*). Teachers, and or adult chaperones will have cell phones on excursions, or class trips for emergency contact only.

Transportation

The school can assist families interested in contacting other families to arrange carpools.

Parents are asked to inform the school office if an unaccompanied child will be arriving to school by bicycle, public transportation or on foot. Children will not be permitted to leave school unaccompanied either by bicycle, public transportation or on foot without written notification from the child's parent. Children riding to and from school by bicycle are asked to wear a helmet and will not be permitted to leave campus without one.

Bicycles, skateboards, scooters and rollerblades/Healies are not to be used on campus during school hours on school days.

Use of School Facilities

Classrooms as well as the school's certified kitchen are typically not available for public rental. Exceptions to this may be requested through the school office with a determination to be made by the school's Executive Team.

Visitation Policy

Arrangements may be made with teachers for visits. We encourage parents to make arrangements in advance so the teacher can inform the children. Surprise visits can cause disruption in the classes. All visitors need to sign in/out in the office.

Chapter 12 - BRIDGES BETWEEN SCHOOL & HOME

Rhythm in the Home Life

For young children, daily, weekly and seasonal rhythms enhance physical, emotional, and spiritual growth. Rhythm also provides a sense of certainty and a stable environment. Learning that there is “a time for all things” becomes a life lesson to support each stage of development.

All of the following practices at home are helpful:

- ✓ Providing regular mealtimes, bedtimes, and tasks.
- ✓ Celebrating festivals.
- ✓ Providing adequate sleep.
- ✓ Serving nutritious meals and controlling junk food snacking.

Before School Starts

The beginning of school will be smoother if you start easing your child into the new routines prior to the start of school in the Fall. The following steps should help with this process:

- Start the transition to the sleeping/waking schedule that will be necessary for school. Be sure your child gets plenty of sleep – 8 to 10 hours is recommended. You can also schedule breakfast, morning snack, and lunch to correspond with our schedule.
- If your child has been watching television and videos or playing computer games, begin eliminating these activities prior to the start of school. The ill effects on children of repeated and extended periods of watching television are now widely researched and recognized. Regardless of content, the actual physical and psychological processes involved in television watching can be harmful to young children.
- For Kinderhale aged children, tell a bedtime story about a child who is going to start school. In this story describe our basic Kinderhale routine (omitting times). You may also describe your particular morning routine before going to school. (This is a good opportunity to try changes or reinforce your routine.)
- Participate in the “Orientation Day” and campus clean-up weekend. This helps to create a bond between your family and the teacher, and gives the child a sense of belonging to the school.

Extracurricular Activities

At times, parents have questions about sports, music lessons and various other activities for their children that take place outside of school. These should be directed to the class teacher. Generally, activities should complement the Waldorf curriculum and should not interfere with school assignments.

Sports and Other Physical Activities

Involvement in community sports programs helps all students to make friends outside the school, to gain skill in the sport, and be active. Joy in the activity, social skills, fair play and physical development are always the priorities.

Here are some of the school's recommendations:

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

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

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

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

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

Grade Seven and Eight: Gymnastics, track and field, and all other sports begun earlier, plus tennis.

Television/Media

Television, video games, comic books and other media related activities leave deep impressions on the growing mind. Because children carry these images into their play and conversations, it affects their interactions with their peers. Students who partake in media influenced conversations or play during school, may be asked to refrain from these activities.

Most of the time, television and video game activities are passive, non-creative, and non-social activities that encourage the opposite of what Waldorf education strives to achieve, which is imaginative creativity from within, meaningful social interaction with other people, and a reverence for life and the real world. We recommend no television, movie or video game viewing for children in Kinderhale through grade three and only very limited and carefully monitored viewing for children in other grades.

Things to do instead of TV viewing:

Hobbies

- Build things
- Take an evening walk
- Bike rides or swim
- Bake and cook
- Sew
- Have a family reading hour

Play games

- Play music
- Visit with friends and family
- Go fishing

- Expose your child to other cultures and ethnic groups
- Draw and paint
- Plant a garden
- Talk and listen
- Hike
- Watch the stars
- Visit the zoo or museum
- Visit the library
- Tell your family history

“If a tiny child has been able in his play to give up his whole being to the living world around him he will be able, in the serious tasks of later life, to devote himself with confidence and power to the service of the world.”

-Rudolf Steiner

Chapter 13 - Academics & Assessment Grades 1-8

General Expectations of Students

Students are required to maintain satisfactory progress in all subjects, which is determined by the class teacher and faculty. Mālamalama Waldorf School academic standards place emphasis on creativity and a deep understanding of the subject matter in order to achieve the equivalent or to surpass standards set forth in state operated schools.

Homework

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

Progress Reports

Progress is communicated to the students throughout the daily working of the class. Student progress and achievement are communicated to parents during parent/teacher conferences, which are usually held twice per year in the fall and spring, and parent evenings for all parents of the class are usually scheduled twice per semester. Additional personal conferences may be arranged at the request of the parent or class teacher.

Written mid-year reports are issued to grades 5 through 8 in January and all grades receive a written progress report at the end of the school year. The report provides an outline of subjects covered and expresses satisfactory or unsatisfactory progress in each subject and area of development. Reports describe the student's participation in class, interests, social responsiveness, behavior, study habits, and educational progress, and address areas that need attention or require improvement. In grades 6 through 8, the school begins to introduce block test results and grading.

Academic Probation

Repeated failure to submit assignments or failure to participate responsibly and with integrity in the program may result in academic probation. If this occurs, parents will be notified and further expectations defined in a parent/teacher conference. Failure to improve during this probationary period, when all expectations must be met, will result in expulsion.

Student Retention

In the case where progress is unsatisfactory due to illness, absence, or lack of effort, a student may be held back to the appropriate grade level until satisfactory progress is made. In severe cases when a child fails to meet the minimum standards required, dismissal may be necessary.

Testing

The school reserves the right to administer screening and testing of any and all students, and to require

additional outside testing of any student at the discretion of the school faculty. Timely compliance with screening and testing requests is a condition of continued attendance at Mālamalama Waldorf School. This includes, but is not limited to Title I assessments (see *Title I Program*).

Title I Program

Mālamalama Waldorf School is the recipient of federally-funded Title I services. These services are provided to private schools through the Hawaii Department of Education, Title I office. These supplementary resources target improving the academic achievement of eligible Title I students, especially in the core areas of reading and mathematics. *Please be aware that all students in grades 1- 8 may be assessed in reading and math in the fall and spring to meet Title I reporting requirements.*

Annually we ask parents to fill out a Title 1 survey which increases the financial support to the program enabling us to serve more children.

Eligible students may receive Title I services such as, but not limited to:

- Before and after school tutoring;
- Formal standardized assessment of reading and math skills;
- Supplemental instruction, both individually and in small groups; and
- Supplemental instruction in reading and math.

Schools, in particular teachers of eligible students, may receive the following:

- Professional development in improving instruction in reading and math;

- Parent/family education in supporting the educational achievements of eligible students; and
- Access to curricula and other resource materials that support student achievement.

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 as soon as possible, no later than one month from the time of request. It is the parents' responsibility to find a tutor; the school may be able to make recommendations. All such tutoring will be the financial responsibility of the parents.

Chapter 14 - Festivals & Events

Waldorf education has at its foundation recognition of the wholeness and connectedness of human beings with all life. One way in which this connectedness manifests is through the observance of the changes in the season. Our community festivals connect us with traditional cultures the world over that have for centuries marked the turning points of the year, the equinoxes and solstices, with ritual and celebration. These events become opportunities for outward observances of nature's seasonal changes, but they can become opportunities to learn about one's own inner movement through the seasons of change as well.

“Celebrating festivals can bring us consciously to what we all experience instinctively in our daily lives, the changing cycles of the seasons and of life itself. Through various festivals and rituals, we acknowledge and celebrate our connection to and our responsibility towards each other and the world.” - Excerpt from Festivals, Marilyn Pelrme

Festivals and Events

Festivals are an important part of the life of a Waldorf school. Although the school is nonsectarian, we observe many traditional religious, ethnic, and local celebrations. Announcements of events will be made through the News Notes and by handouts sent home with the students.

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

Students are required to conduct themselves in an appropriate manner, and adhere to school rules, whether during or after school hours, on or off campus, and at all school-related events, such as plays and excursions.

Students are prohibited from leaving campus or an off-campus school function without communication between parent, teacher and school office.

For on-campus plays and events, school rules apply at all times. There will be no playing, running, chasing, excessive noise, or engaging in horseplay or disorderly conduct. If refreshments are served during intermission, they must be consumed outside. Students are asked to remain seated and quiet during performances. There should be no games, playing with toys, or conversation going on. Aisles must be kept clear.

Rose Ceremony

Each year on the first day of school, Mālamalama Waldorf School holds the rose ceremony, when parents, teachers, and students return to campus with a sense of anticipation and joy. First graders are welcomed to first grade and their journey ahead by the presentation of a rose from an eighth grader.

When it is time for the eighth graders to graduate, then it is the first graders who give roses to the eighth

graders in farewell.

Michaelmas

Michaelmas is the first all-school family gathering of the school year. Usually held on the last Friday of September, the celebration includes class performances.

Michaelmas is an autumnal festival named for the Archangel Michael, conqueror of the powers of darkness. It is a celebration of inner light of wisdom and courage as the days grow shorter with the season.

Halloween

All grade school children participate in a Halloween parade. Grade school children are invited to wear creative and imaginative costumes. No gore or media-oriented costumes.

Lantern Walk

The Lantern Walk is inspired by old customs honoring St. Martin. As the sun sets earlier and rises later, the world grows darker and the inner light of humankind wants to shine forth. Handmade lanterns, often decorated with stars, suns and moons by the Kinderhale, first and second graders, are symbols for the children of their own individual light; and the walk into the dark evening, following a story recognizing “the light” of another, gives the children an experience of caring and sharing when the darkness of winter approaches. The lantern walk is held on or near St. Martin’s Day.

Thanksgiving

Gratitude, along with reverence and wonder, are the three most important attitudes we can help our children to cultivate. The best elements of the Thanksgiving festival, with the help of its motif of giving of thanks, can elevate it to something which nourishes on many levels.

As a harvest festival we can call to mind all the forces of heaven and earth which have provided us with food, clothing, and sustenance. We can remember and thank all who have supported us.

Thanksgiving is celebrated with class performances, followed by a Thanksgiving lunch feast of vegetable soup.

Advent Spiral Garden

The season of Advent, the period including the four Sundays preceding Christmas, may be marked by the Advent Spiral Garden. The Advent Spiral Garden is a festival of light, movement and symbolic change during the winter. Often held in late afternoon or in the early evening, the room will be dark and filled with a mood of wonder and quiet anticipation. Teachers lay out a large spiral path of evergreen boughs, sometimes adorned with rocks, plants and flowers.

Each child holding a red apple with a small unlit candle inserted into it, slowly walks along the spiral path and lights the candle from a center light. On the return the child places the apple and candle on a golden star along the edge of the path bringing it to light. This passage reflects winter’s dark growing to a close and the renewed promise that spring light and life will begin again.

Saint Nicholas

Saint Nicholas Day is a European tradition in which Bishop Nicholas and his silent ex-thief, Rupert, visit children. In December, St. Nicholas visits young children. The younger children place their shoes outside the classroom door hoping St. Nicholas will leave a treat.

Festival of Lights and Santa Lucia

The Festival of Lights is an evening celebration held just before the start of Winter Break. The festival consists of class performances and culminates in the Santa Lucia celebration.

In celebration of Santa Lucia, the eldest girl in third grade, dressed as the saint in a white dress, wearing a crown aglow with four candles, leads a procession of classmates, each holding a lit candle, as they sing “Santa Lucia.” They carry their light along and share bread with the audience.

Easter

The festival of Easter derives its name from pre-Christian goddess symbols of rebirth, fertility, and spring – the Saxon Eastre and Old German Eostre. The ancient symbols of hare and egg, both known as signs of the return of life after Winter’s sleep, today carry the Christian association of the Resurrection of Christ. When we exchange Easter eggs as gifts we are reenacting an ancient wisdom – that which appears to be still and dead in fact contains new life. Since children do experience Nature’s path through the seasons – particularly in the joy of springtime – we can find clues here to an experience of renewal. The tiny buds bursting into flower, the baby birds and animals, the greening grass all reveal to the child the cycles of life, the breathing in and out of the earth.

Children in the Kinderhale and younger grades often celebrate Easter with an egg hunt.

Spring Faire

The Spring Faire is Mālamalama Waldorf School’s fun-filled community-building event for families. The Faire features live music and entertainment, food, games, crafts, and a Waldorf education informational room. All parents are expected to participate in some way, and to volunteer for a shift on the day of the Faire.

May Day

The May Day Festival is the last festival of the school year usually held on or near May first. In the European tradition, May Day was a celebration of spring and the time of planting; cultures of old celebrated May Day in the hopes of a fertile agricultural season and an abundant fall harvest. May Day also came to represent a celebration of women (hence Mother’s Day is also celebrated in the month of May). Young men and women would dance the maypole in the hopes that their ribbons would become entangled with someone for whom they may have a particular fondness.

In Hawaii, May Day is synonymous with **Lei Day**. The first Lei Day was held on Oahu on May 1, 1928, and everyone was encouraged to wear lei. Festivities including hula, music, lei making demonstrations, exhibits and lei contests were held in downtown Honolulu. Lei Day was made an official Hawaiian holiday in 1929, a tradition which continues today.

Chapter 15 - Fund Development

Fundraising Ideas

All fund-raising initiatives (i.e., bake sales, car washes, special project solicitation or direct class fundraisers) must be submitted to the Executive Team in the form of a written fund-raising proposal. In this way we are able to approve requests in an equitable way, while preventing any overlapping events.

Chapter 16 - Other Executive Information

Contacting Social Services

Mālamalama Waldorf School faculty and staff are required by law to report cases of suspected physical and/or sexual abuse to Child Welfare Services (CWS).

While law requires individuals to bear the responsibility for reporting suspected cases, Mālamalama Waldorf School has a practice of bringing questions regarding possible abuse to the attention of the school Executive. The Executive and various members of the faculty have experience in these matters that can be helpful in determining if the evidence warrants a call to CWS. Whenever possible these situations are handled with discretion and confidentiality.

Student Files

A confidential student record will be kept on file for each student in the office of the school containing all school, state, and federal required documentation.

Consent for Release

A Student Certificate of Release must be signed by a legal parent or guardian for any portion of a student file to be released to a school, individual or organization. Student Consent for Release are available in the school office.

APPENDIX A: WHO WAS RUDOLF STEINER?



From Shining Mountain Waldorf School Parent Handbook

Rudolf Steiner, born in Austria in 1861, was a leading, if controversial, figure in the cultural life of central Europe. In 1902, he became the leader of the German chapter of the Theosophical Society, whose basic tenets were that human beings have an eternal spiritual essence and that the aim of our evolution, which takes place over many incarnations, is the discovery of divine nature. Steiner broke with the Theosophical Society in 1909. Lecturing and writing on a variety of topics, including philosophy, religion, history, and art, he soon attracted a large, international, and sophisticated following. The Anthroposophical Society, which Steiner founded, has more than 50,000 members world-wide.

Steiner maintained that the materialist view of the universe that underlines modern life is both incorrect and disastrous – incorrect in that it is blind to the reality of the spiritual world, which creates, nurtures, surrounds, and penetrates the visible world, and disastrous in that it causes much of the disorder and suffering of the modern age. Humanity must awaken, he said, to its own spiritual origin, nature, and destiny and must recreate all of modern life in society with this spiritual nature in mind. Only then will the fulfillment of the individual and peace and harmony of society be possible.

In 1919, Waldorf-Astoria cigarette company owner Emil Molt asked Steiner to design a school that would educate human beings able to create a peaceful and just society. Steiner saw an opportunity to design a system of education that would meet the spiritual needs of human beings and be a model for education in a new epoch of history. In the autumn of that year the first “Waldorf” school opened in Stuttgart with eight teachers and 175 pupils, mostly children of Molt’s employees. The curriculum included activities for the hands, body, and heart, as well as the head, and it contained a strong moral and religious element. The school’s explicit purpose was to create free, creative, independent, moral, human beings.

What is Anthroposophy?

“Anthroposophy is a path of knowledge, to guide the Spiritual in the human being to the Spiritual in the universe. It arises in man as a need of the heart, of the life of feeling; and it can be justified only inasmuch as it can satisfy this inner need.”

-Rudolf Steiner

“Rudolf Steiner first unfolded a philosophical system, then proceeded to enliven the arts and as a final phase developed practical activities in every sphere of life – education, medicine, agriculture, social sciences, etc. Inherent in anthroposophy (or Spiritual Science) is a Cosmic Christianity that goes beyond the bounds of any form of sectarianism.”

- Rene Querido

APPENDIX B: RHYTHM IN THE HOME LIFE

From Shining Mountain Waldorf School Parent Handbook

The following is excerpted from an article by Andrea Gambardella in *Leading Forth*, a quarterly published by the Waldorf School of Baltimore. The author, formerly a kindergarten teacher at the Baltimore school, is now a homemaker. All quotations are from Elizabeth Grunelius, “Early Childhood Education in the Waldorf School Plan.” - *Waldorf School Monograph*, 1983, p. 27.

Parents are entrusted with the years of childhood. One important part of this role is attending to the child’s need for a regular rhythmic life. Just as in the passing of night and day, the rising and falling of the ocean tides, the body has a rhythm. Examples that come first to mind are the working of the heart and circulation, the breath and the lungs, a morning’s waking and a night’s sleep. In addition, each organ has its own rhythm vital to its healthy functioning. These steady contractions and expansions are a large part of what keeps the body in good order. This in turn helps a person remain contented and able to do her/his best, free from distractions.

Before birth the child changes rapidly and is given the protective outer structure of the womb and the rhythmic working of the mother’s body. With the young child and the elementary school student this requirement for an outer structure continues to be vital to growth and emotional well-being. Learning that there is “a time for all things” is a life lesson. Now is a time for you to play and do as you will, now for a meal, now for homework, now to prepare for bed.

The rhythm then becomes a habit, is accepted as self-evident and will eliminate many difficulties, struggles and arguments about eating and going to bed . . . Regularity should prevail in as many of the child’s daily activities as possible. It is the key to establishing good habits for life.

In addition, children are always growing and their body rhythms are changing. Having a regular lifestyle helps the body through these changes, and, like the womb, offers a stable environment. Children given this regular life feel confident about their world and are not worried by the uncertainty of when this or that will happen.

The preschool child needs restful or quiet times during a day as a means of being restored for the play that fills the hours. Outdoor play or very active indoor games enable the youngster to test the farthest limits of himself: running, shouting, jumping, and climbing. A snack or story time, or helping with a household chore will enable the child’s body to relax. Focusing the attention on something close at hand will draw the child into her/himself, balancing the active play that sends the self rocketing out of her/his fingertips. Becoming quiet or still also makes it possible to listen to oneself: what is your body telling you; what are your thoughts, ideas, etc. The family can use the natural transition points of the day for such focusing. Perhaps such a moment will be a moment before meals of quiet activity, hand washing, gathering toys, or reading a story.

Regularity and order must not be preached to a child of this tender age, but should be made an integral part of her/his daily life...A daily bedtime story and a little piece of poetry or a prayer before meals helps make the child’s life a sequence of events, in which s/he participates and from which s/he gains a sense of security.

Predictability does not leave out the possibility for new and different things to happen—or a surprise! It is the overall outline of the day, waking and sleeping, meals and restful moments that give the essential form.

With elementary school students, parents and children can make a list together of general categories of what must happen in a single day. This list might include household chores, meals, free time, homework, family time, and bedtime. If you establish a bedtime first, from there you will have the number of hours in weekday mornings and afternoons available to try to accommodate everyone's needs. Each family is different, and it is important to take into consideration that uniqueness. It is not until that student is much older that s/he can fend off distractions and decide when and how long homework is to be done. Parents need to bring encouragement, enthusiasm, and assistance to this important link in a child's school day. When the student has this example of "a time for all things" s/he will more readily be able to establish her/his own sense of time and timing.

This rhythmic structure imposed on a young child and imbued with the parents' love is a discipline in the most positive sense of the word. The older child and student will transform this outer structure to an inner self-discipline in the years to come. Freedom is not without form, and one is truly free when one is not hampered by a disorganized life.

And for the children who have been so understood and aided in their unfolding, it is to be hoped that the adults they become will now be able to "impart purpose and direction" to their own lives, that they will have their childhood powers intact, their sense of wonder touched, their respect for and pursuit of excellence a permanent resource, and their moral fiber firm and free.

APPENDIX C: TEMPERAMENTS

Excerpt from “Education as an Art, by Henry Barnes and Nathan Lyons

One of the most important tasks of the Waldorf teacher is to learn to characterize each and every one of the children in the classroom. This is a process of describing each child from several different points of view, i.e., gait, way of speaking, proportion of body parts, the hands and gestures, etc. One of the most valuable and useful means of forming this description for children between grades one and four involves the use of temperaments. The temperament of a child is a means of speaking about how the life forces and individuality of the child express themselves as they interact with the hereditary forces received from their parents.

We speak of four temperaments: choleric, sanguine, phlegmatic, and melancholic. Each temperament has its own particular characteristics.

Choleric: Like the proverbial bull in a china shop, the choleric’s body sometimes seems too small to hold all that impetuous, explosive energy. Choleric are strong in their likes and dislikes, and their interests and attention are based on this. It is through their strong emotions that they relate to the world. They are the doers in the classroom, the leaders with energy and willingness and enthusiasm.

Sanguine: Like a butterfly in springtime, the sanguine has interest in everything, but it lasts only briefly, passing lightly from one stimulus to the next. Sanguines are easily distracted, yet hold together the social fabric of any classroom, knowing what is going on and keeping in touch with the general mood. They are the barometers of the social gesture of the class.

Phlegmatic: Picture a house-cat after eating its favorite dinner, washed clean by a bowlful of cream, purring, happily curled up in your lap. With this picture you can begin to understand phlegmatics. Their main interest is in feeling good and they are artists on how to achieve and maintain that state (in children, usually through food and sleep). They give any classroom stability, building a quiet pole to all the chatter of the sanguines and the uproar of the choleric.

Melancholic: Like the lonely mountain goat climbing to the heights, the quiet and earnest melancholic walks a solitary path among children. Melancholics are attentive and capable of good concentration, very inward and introspective. This leads to a consciousness of their own sensitivity and more than other children they are aware of suffering—their own or that of others. They bring to a class seriousness and depth of expression.

Now, that is what we can say when we speak about temperaments. When we speak about *children with temperaments*, it all becomes much more delightfully mixed up, just as life should be. All young children are sanguine by nature, curious, wandering, exploring all the exciting mysteries of life. They laugh easily and are interested in everything. Just the same, most every child begins to exhibit other tendencies in her/his nature as well. Very often one can identify markedly one of the temperaments. Just as often, one sees that the child is a mixture of two temperaments, although usually one predominates.

What does the teacher do with this recognized temperament? There are many answers to this question. What parents become most aware of is how the children are seated in the classroom. Although not all teachers do so, it is strongly recommended in the first four grades to seat the children “according to temperaments.” That means, place a choleric next to a choleric, sanguine next to sanguine, and so on, as far as one is able to match them up. The reason for this is that the children of excessive temperament “heal” one another. The choleric, brimming over with energy, belts his neighbor (in a cholerically friendly manner) and gets “beaned” back. Sooner or later they figure out one of the great laws of nature: for every action there is an equal (or greater) reaction. Sooner or later they learn to monitor their bountiful emotions and energy. In such a manner, each of the temperaments has this correctional ability among like temperaments. Place a choleric next to a melancholic, and the choleric learns it is easy to become a bully; the melancholic, black and blue and intimidated, learns that life is suffering.

The characterizations of the temperaments are often criticized as a means of pigeon-holing the unique individualities of the children. If misused, it can certainly be manipulated for that purpose. Used with skill and knowledge, though, it is a means of recognizing tendencies in the children who, in extreme cases, need help in the process of finding a balance. The temperaments are of great benefit for the teacher in developing strategies for helping a child in her/his striving towards adulthood and expression of that wondrous individuality which during childhood slowly unfolds.

APPENDIX D: SCHOOL SONG AND VERSES

School Verse

This is our school. Let peace dwell here. Let
the rooms be full of contentment. Let love
abide here. Love for one another. Love of
mankind.

Love of life itself.

And love of God.

Let us remember, that as many hands build a
house,

So many hearts make a school.

School Song

The sun is in my heart. It warms me with its
power,
And wakens life and love, in birds and beast and
flower.

The stars above my head are shining in my mind,
As spirits of the world that in my thoughts I find.

The earth where on I tread, let not my feet go
through

But strongly doth uphold, the weight of deed I
do.

Then must I thankful be, that man on earth I
dwell,

To know and love the world and work all
creatures well.

Morning Verse

The sun with loving light
Makes bright for me each day.

The soul with spirit power
Gives strength unto my limbs.

In sunlight shining clear, I reverence, Oh God!

The strength of humankind

Which thou graciously

Has planted in my soul.

That I, with all my might,

May love to work and learn.

From thee stream light and strength,

To Thee rise love and thanks.

Kinderhale Meal Blessing

Earth who gives to us this food

Sun who makes it ripe and good

Dear earth, Dear sun by you live

Our loving thanks to you we give

Blessings on the meal

And on our families and friends and on our school

And peace on earth

APPENDIX E: WALDORF CURRICULUM OVERVIEW

Outline of Waldorf Curriculum, Grades 1 thru 8					
	Mathematics	Language Arts	Natural Sciences	Social Science & Literature	Geography
1	geometric forms • count to 100 • rhythmic patterns • qualities of number • beginnings of 4 processes (addition, subtraction, multiplication, division) • mental arithmetic • word problems • number sequences and relationships • Roman numerals • odds and evens	letter forms and sounds • letter blends • oral recitation • writing words and simple sentences • beginning reading with one's own writing as text • word families • poetry	the kingdoms of nature through storytelling	fairytale from around the world	wonders through observations of nature
2	form drawings • number sequences and relationships • continue with 4 processes • borrowing and carryings • system of place value • multiplication tables through movement and recitation	more letter blends and word families • writing • reading • punctuation • grammar • poetry • speech	the kingdoms of nature through storytelling Animal stories through fables	fables from around the world • saint legends	environment through observation
3	form drawings • multiplication tables • larger numbers with the 4 processes • beginning long division • time • money • weights • measures • use of ruler • scale models for house building	curative writing • reading • writing • composition • spelling • grammar • poetry • drama • speech	human activity in nature: farming, gardening, house building, grains, clothing around the world • cooking	Old Testament stories • comparative cultures in studies of houses, food, and clothing • Native American legends	practical studies
4	weights and measure • long division • fractions • number sequences and relationships • factoring • prime numbers • continued drill work	reading • writing • grammar • spelling • letters: business/friendly • poetry • speech • drama • creative writing	human beings and animal studies	Norse mythology • local natural resources, native peoples, early settlers	geography of own surroundings and Washington State • mapmaking
5	fractions • decimals • geometric forms • averages • metric system • continued drill work	composition • spelling • reading • grammar • poetry • speech • drama	botany	ancient mythologies and histories: India, Persia, Mesopotamia, Egypt, Greece • North American culture	North America • mapmaking
6	ratio • proportion • profit / loss • discount • interest • percentage • graphs • estimation • geometry • continued drill work	composition • spelling • reading • grammar • poetry • speech • drama	geology • physics: heat, light, acoustics, magnetism, electricity	Roman history • medieval history	lands & oceans physical geography of the world economic interdependence cultural geography (religions, traditional lifestyles, etc.)
7	algebra • geometry • graphs continued	composition • spelling • reading • grammar • poetry • speech • drama	human physiology and nutrition • physics (continued) • mechanics • astronomy • chemistry: inorganic	Renaissance • age of exploration	
8	algebra • geometry • practical applications • continued drill work	composition • spelling • reading • grammar • poetry • speech • drama	physics (continued), plus hydraulics, aerodynamics • meteorology • human anatomy • chemistry: organic	modern history • 18 th a.-20 th a. centuries: revolutions in politics and industry	
<p>The Arts: drama, drawing, painting, modeling, poetry, song, eurythmy, and musical instruments are woven throughout the main lesson subjects in all of the grades. As the students reach the higher grades, more advanced artistic skills are introduced in separate lessons of woodwork, perspective drawing, stringed instruments, choir, music and handwork. In addition to the main lesson subjects, our school offers special subject lessons in foreign languages (German and Spanish), and games/physical education.</p>					