



Ho`āla School Handbook

2024-2025

The mission of Ho`āla School is to provide students with a safe and stimulating environment that encourages the development of mutual respect, a sense of belonging, and a passion for learning

Table of Contents

| | |
|---|-----------|
| OUR SCHOOL AND THE HISTORY OF HO`ĀLA | 2 |
| SCHOOL MISSION & PHILOSOPHY | 3 |
| STUDENT LEARNING OBJECTIVES | 4 |
| Parent Information on the Ho`āla School Agreement System | 5 |
| SCHOOL POLICIES and PROCEDURES | 8 |
| Morning Drop Off and Afternoon Pick-Up | 8 |
| Attendance and Tardiness | 9 |
| HO`ĀLA SCHOOL DRESS CODE | 14 |
| STUDENT HEALTH AND EMERGENCY PROCEDURES | 18 |
| COMMUNICATION BETWEEN HOME AND SCHOOL | 20 |
| FOSTERING A SENSE OF BELONGING | 22 |
| AFTER SCHOOL ENRICHMENT PROGRAMS | 25 |
| THE HO`ĀLA EDUCATION COMMITTEE | 25 |
| HO`ĀLA SCHOOL PARENT-TEACHER-STUDENT ORGANIZATION (PTSO) | 25 |
| VOLUNTEERS | 26 |
| ACADEMIC POLICIES AND PROCEDURES | 27 |
| Grading Policies | 27 |
| Homework | 29 |
| COMPUTER & INTERNET USE POLICY (<i>MacBook Air</i>) | 31 |
| SPECIAL POPULATIONS | 32 |
| ADMISSIONS | 33 |
| TUITION ASSISTANCE | 33 |
| FINANCIALS | 33 |
| FACULTY AND STAFF | 35 |

OUR SCHOOL AND THE HISTORY OF HO`ĀLA

Ho`āla, in Hawaiian, means “awakening of self.” Our school is about awakening ourselves to a new “vision” of education in which students take personal responsibility for their learning. It is our goal to create caring communities where students and adults are treated as important, valuable, and with respect.

Our Founders

Ho`āla School was founded by Joan Madden and a small group of teachers and parents in 1986; it was initially a small coeducational K-8 school, and expanded in 1996 to include high school. For the past 35 years, we have developed a successful model of education based on Adlerian Psychology - a point of view that believes children need to experience a supportive community and that this community will provide children with a sense that they matter. Ho`āla is a non-sectarian school currently serving students in grades K-8, representing a cross section of Oahu’s multi-cultural and socio-economically diverse population.

Our Vision for Our Students

Students of diverse racial and religious heritage attend Ho`āla. Through open communication and interaction among parents, staff, and peers, students are motivated to grow academically, physically, spiritually, emotionally, and socially. Students work through a curriculum, which fosters their love of learning, prepares them for the next steps in their education, and expands their ability to effectively communicate and participate fully in life. Though Ho`āla is not affiliated with any particular religious tradition, development of spiritual values is integral.

Our Campus

Ho`āla shares its location with the Wahiawa Hongwanji. The address is 1067A California Avenue, Wahiawa, HI 96786. The office phone number is (808) 621-1898.

Our Accreditations and Memberships

Ho`āla School is accredited by the Western Association of Schools and Colleges (WASC), licensed by the Hawaii Council of Private Schools and is a member of the Hawaii Association of Independent Schools (HAIS). The school is governed by an independent Board of Directors and is established as a non-profit corporation.

Our School of Character Education National Awards

Ho`āla School has received national recognition by the Character Education Partnership (CEP) as a semi-finalist in the National Schools of Character Awards. In 2010, Ho`āla received special recognition for encouraging Student Motivation from CEP as well as two Promising Practices Awards for our Parent/Teacher Study Group and Camp Kokua. In spring 2012 Ho`āla received A Promising Practice Award for the Agreement System (the school-wide discipline system). In May 2014 the school received another Promising Practices Award for the Senior Project program. In 2022, Ho`āla, along with one other private school on Oahu, was chosen by the Hawaii Association of Independent Schools (HAIS) to demonstrate how the school met the challenge of COVID-19 by showcasing many positive events and activities (silver linings) that occurred during the pandemic.

In addition, a former faculty member of Ho`āla, Linda Inlay, with the knowledge and experience she gained at Ho`āla, established the River School, in Napa Valley, California, and started an educational foundation called *Awakening Wisdom*. Ho`āla continues to partner with the foundation in an effort to improve the culture of schools to support both the adults and students in their authentic growing of self-wisdom and social and emotional well-being, all in an effort to enhance learning.

SCHOOL MISSION & PHILOSOPHY

The mission of Ho`āla School is to provide students with a safe and stimulating environment that encourages the development of mutual respect, a sense of belonging, and a passion for learning.

Our Purpose is to:

- educate students by providing a solid academic foundation in an environment in which children live healthy, happy and self-expressive lives while learning the 4 Rs: to be responsible, respectful, resourceful and responsive;
- make this program available to children of diverse ethnic, socio-economic and financial backgrounds;
- support parents and teachers in raising their children to be more energized, more responsible, more communicative and more cooperative; and
- to benefit the larger community of Wahiawa and the surrounding communities through continued emphasis on Service Learning, Ho`āla Parent-Teacher Study Groups, and Financial Aid Programs.

Ho`āla School is an evolving process of education focused on the essential question -- What does it take to empower healthy and enlightened human beings committed to creating a world that works for everyone? Our purpose is to educate students by providing an environment in which they flourish as human beings and take charge of their lives, as evidenced by habits of personal dignity, cooperation, and effective action.

As the adult community serving children, Ho`āla is about awakening to those parts of ourselves that require acknowledgement, personal growth, healing and new learning. Being at Ho`āla means one has a willingness to align with those ways of being that truly serve the faculty, the students, the parents and the community at large.

Our Focus

It is Ho`āla's aim to emphasize learning and living standards. We put our attention on the process of education rather than focusing on learning the facts and getting good grades. We want our students to answer and ask questions, to think critically and solve problems, to discuss issues, debate, listen, interact, and support one another.

Our Goal

It is our goal to create caring communities where students attend to those around them in a compassionate, loving atmosphere. Teachers strive to be natural, genuine, and competent. How`āla students are treated as important, valuable and equal in the respect shown to them by the entire adult and peer community. Both academically and socially, their experience is taken seriously. As a result, they treat those around them with respect.

STUDENT LEARNING OBJECTIVES

The student learning expectations are directly based on the school's purpose, philosophy, mission, and student profile. Ho`āla School is committed to developing human beings who flourish and take charge of their lives. Our student learning objectives are based on the underlying foundation of our character education program, which are "The Four Rs:"

Responsibility, Respect, Responsiveness, and Resourcefulness

Within each "R" are attitudes, behaviors, and skills that Ho`āla sets as student learning objectives.

Responsible - Accepts the possibility of self as cause in a matter - avoids points of view of blame and victim

- Love and value learning
 - Willing to ask questions
 - Focused in class - academically on task
 - Completes assignments in a timely and thorough fashion
 - Works well independently
- Live with vision and integrity; truthful, keeps promises, words match actions
- Open to unexamined possibilities - periodically questions own assumptions (open-minded)
- Being aware and reflecting on one's acts (values self-awareness and introspection)
- Recognizes and accepts the consequences of one's actions
- Practices habits of good health and safety
- Strives for excellence

Respectful – Allowing others to make decisions that are rightly theirs to make/ and making decisions that are rightly yours to make

- Understanding and acknowledging one's own power
- Forgive and love oneself
- Recognize/acknowledge "efforts" rather than focusing exclusively on "results"
- Proactive in pursuit of personal goals

Responsive - Acting with empathy and compassion

- Proactive in seeing the needs of others and responding
- Happy with who you are in relationship with others
- Connected with classmates, family, and the world
- Interacts with others in appropriate measures of cooperation, collaboration, and leadership
- Treats others and the environment with respect
- Sees the mystery and magnificence of the world
- Seeks to understand the facts *and* the context in which those facts are imbedded
- Values spiritual/cultural practices of self and others
- Forgives others
- Speaks and writes effectively and listens with understanding
- Grateful
- Works well in groups - contributes fairly and reasonably
- Being willing to express oneself fully

Resourceful - Being able and willing to take effective action

- Thinks logically, critically, and creatively
- Knows how to learn
- Self-disciplined - organized in thought and action
- Practices effective study habits
- Effectively searches for answers
- Willing to take risks and fail – using failure as a learning experience

Parent Information on the Ho`āla School Agreement System

When you first came to our school, you heard that the Ho`āla School's overarching goal is to raise students with a strong sense of self: self-motivated, self-reliant, and self-disciplined. Through both the explicit curriculum of "reading, writing, and arithmetic" and the implicit curriculum, which includes how we discipline, how teachers speak with students and how we listen, we encourage these outcomes by focusing on three objectives:

- academic competence
- creative expression
- personal, social, and confidence problem-solving responsibility

This alignment of explicit and implicit curricula to our vision is a powerfully effective way to encourage our students to learn self-enhancing habits instead of self-defeating ones, specifically, the FOUR Rs to become more responsible, respectful, resourceful, and responsive.

The Agreement System, as we call the discipline system in our school, is one of those structures within the school that *implicitly* sends messages to students. The Agreement System is an awareness program to develop self-discipline. Below are the values and assumptions students receive through these messages:

- Human beings learn from making mistakes and making mistakes is not "bad" and students are not "bad" for making mistakes.
- Learning in an environment where mistakes are seen by parents and teachers as valuable learning opportunities removes the fear of making mistakes and the fear of taking risks and fear of owning one's mistakes.
- When one is unafraid to acknowledge mistakes, one is more willing to take responsibility for one's actions, instead of blaming others, making excuses, lying, or justifying actions.
- Human beings have the power to make good decisions for themselves with practice and reflection over time.

From these values and assumptions, we created a system for raising awareness of how one's actions affect one's self and others. We call our discipline program The Agreement System because we do not have detentions or other procedures to "make" students behave. We have agreements of how they will behave and our word (agreement) about how we adults will behave. The Agreement System has the following components:

- Agreements covering the underlying principles of "take care of self, each other, and the school" focus on minor behaviors so that students learn to avoid those behaviors with more serious consequences. Examples of minor behaviors include: "*Possible harm*" for running or "tipping your chair," etc.
- "Agreement" implies choice in the sense that the students have the choice to view expectations as either impositions or value them as ways to keep them safe to learn.
- A system of logical consequences that is not punitive (to remove fear as a motivator), instead operates as a wakeup call to awareness.
- Structured opportunities to reflect on behavior (to think about what is working and what is not).
- A chance to start again with a clean slate after a period of time depending on the age of the child.
- Regular communication with parents so that parents are informed and educated about the system.
- Responsibility for communicating with home is placed in the students' lap; consequences are also the students' responsibility.
- Opportunities to create and "own" their behavior modification plan, rather than imposed from the outside by parents or teachers, in order to nurture intrinsic motivation.

You can see from these components that we have tried to remove as much as possible the punitive feel of usual discipline systems and replaced it with nonjudgmental consequences which only work when parents and teachers consistently follow through on the consequences and are not upset or angry by the students' choices. Similar to learning to ride a bike, we want the consequences to be like falling off. It's a consequence that gives us information to be able to change our behavior. We make a mistake, fall off the bike, change our behavior, and get on the bike to try again. We do not blame the bike or gravity for the mistake. We take responsibility, learn, and move on.

Your role is critical in this process. Your influence is much, much greater than Ho`āla School's. Allow your child to learn from his/her mistakes. Please assume that your child is capable of learning to be responsible for their own behavior. When parents understand this system and do not view it as punitive, students learn very quickly to take responsibility for their actions and demonstrate self-discipline.

The Challenge for parents: Some parents have difficulty with understanding Ho`āla's Agreement System because they are coming from the assumption that getting "Broken Agreements", whether one or many, is "bad," that perhaps their child is "bad." For many of us adults, we grew up with this idea from our own school experiences so it is hard to let go of those attitudes and accept this new way of looking at student behavior. Also, as parents, you might want to "fix" it for your child, rather than letting the consequences be the lesson. By fixing a situation, you rob your child of a valuable learning experience which grows your child's sense of self and confidence.

Students are learning what it means to be a responsible person by making lots of mistakes, which growing up and maturing is all about. They can learn better if:

- parents and teachers do not see them as "bad" for making mistakes,
- parents and teachers offer support in the form of guided reflection, and if
- we allow them the choice to make poor and good choices, within limits.

Allowing them the choice to make a poor choice may seem strange, but, without a choice, they cannot be intrinsically responsible for their choices. And if we want to raise responsible students, *who see themselves as the cause and not the victim*, then it is important that we trust them to give them choices, again, within limits.

This system seems to work with about 95% of our students. For some, a shorter time period or different consequences seem to work better. With these students, we will call a conference to discuss an alternate plan in which the student is the creator of his/her own plan.

The challenge for impulsive, high energy students: Some parents have felt that our system is harder on students who are high energy and/or impulsive. We agree that these students do get more reminders as wake-up calls to awareness so that they are socialized to school settings where sitting, listening, and working in collaborative groups are needed in order to learn. Impulsive, high energy students usually get more reminders. Both boys and girls will not be successful in school until they can focus, listen to the teacher and classmates, and engage in the lesson. It is important to teach these students how to adapt to a school setting where sitting and focusing are important to learn before they go on to high school, college, and/or career where there may be even less "hands on" learning.

Rather than using fear or intimidation as ways to make children behave, we use the "reminders" of the broken agreements and small consequences to have them pay attention to minor behaviors like pushing in a chair when leaving the desk, not running in the courtyard, not speaking out when the teacher is speaking or when another student is speaking, not being disruptive by throwing paper balls or pencils across the room during a lesson, etc.

The Ho`āla Agreement System is fundamentally based on the following four principles:

1. I agree to support the learning situation so that teachers can teach and students can learn;
2. I agree to accept the reminder of the teacher; I understand I always have the right to appeal but not when the three reminders are administered;
3. I agree to do nothing that could possibly harm or disrespect self, others, or school; and
4. I agree to be in class during class time and within boundaries at all times.

To continue to improve the Agreement System, consequences for recurring broken agreements may change periodically. Students and families will be informed of any changes as soon as possible. For the 2023-2024 school year, students will be required to engage in service to the school (i.e. sweeping the lunch area, dusting the student cubbies, etc.) during recess. Service is as follows:

- 3 Broken Agreements, letter home, 15 minutes of service to the school;
- 6 Broken Agreements, letter home, 30 minutes of service to the school; and
- 9 Broken Agreements, letter home, 1 hour of service to the school (will be divided up).

Further resources on the Ho`āla Philosophy and practices may be found on the school's website: www.hoalaschool.org

SCHOOL POLICIES & PROCEDURES

Office Hours:

The main school office is open from 7:30 a.m. to 4:00 p.m. on all days the school is in session.

School Hours:

- 7:30 - 7:45 a.m. - Arrival time for all students, Kindergarten - Grade 8.
- 7:50 a.m. - Any student arriving after 7:50 a.m. will be marked late; students arriving after 7:50 a.m. need to report to the office for a pass before reporting to class.

Who`āla runs a before school program for all students from 6:30 to 7:30 a.m. Students participating in the Ho`āla Morning Program should report directly to the supervisor of the program upon arrival.

Student dismissal:

- Kindergarten students are dismissed at 2:20 p.m. on Monday, Tuesday, Thursday, and Friday. Kindergarten students are dismissed at 1:00 p.m. on Wednesday
- Students in Grades 1 - 8 are dismissed at 2:25 p.m. on Monday, Tuesday, Thursday, and Friday. Students in Grades 1 – 8 are dismissed at 1:05 p.m. on Wednesday.

Ho`āla Plus is an after-school program that runs from the time of dismissal to 5:30 p.m. The program is supervised by Ho`āla staff and, in addition to both indoor and outdoor play, provides additional study time for students to complete their class assignments. For students who are not picked-up 15 minutes after their dismissal time, they will be placed in Ho`āla Plus until their ride arrives.

***During School Hours:** Students are not allowed to leave campus once they have been dropped off or arrive in the morning, unless they are attending a field trip, are signed out by a parent, or have received teacher permission.

Morning Drop-Off and Afternoon Pick-Up

Morning Drop-Off: Traffic in and out of the school at this time of day (7:30-7:45 AM) requires patience and caution, as the safe arrival and dismissal of the students is of the utmost importance.

The following instructions are to ensure the safety of the students during drop-off and pick-up times:

We request you only enter the campus from California Avenue (Plum Street is exit only); once you enter the parking lot, swing wide to the left and circle slowly past the temple. Drop-off is in front of the office.

Afternoon Pick-up: After entering from California Avenue, cars are to precede clockwise and que in front of the office.

The staggered dismissal is done in an effort to keep the children safe. If a parent/legal guardian wishes to park, exit their car, and walk across the parking lot to pick up their child, please contact Chris and arrangements will be made. For families with siblings, we ask that you arrive at the dismissal time of the older sibling.

Exiting the Parking Lot:

After drop-off and pick-up, please continue straight through the side gate and exit on to Plum Street. You may only turn right if you are going to Wahiawa Heights.

Parking for Students, Parents and Visitors

The campus has designated parking stalls on the right as you turn in from California Avenue. Please do not park in the teachers parking area. The middle parking stalls in the lot are reserved for the general public.

Attendance and Tardiness

Consistent attendance is critical for the academic growth of children and the development of sound attitudes toward learning. Parents are requested to call the Office at (808) 621-1898 each day of their child's absence or submit the notification through *SchoolCues*. If verification is not received, office staff will contact parents via email or phone.

Parents are asked to make every effort to have their child arrive at school on time, as valuable classroom time is missed when a student is late. School begins at 7:45am. The tardy bell rings at 7:50 AM. If a student arrives after this time, they need to report to the office. The student will be considered late at this time.

Attendance Policy

Consistent attendance at school is important; long or frequent periods of absence may affect a student's ability to progress academically. At Ho`āla School we assume that students will miss school no more than a few days (see excused and unexcused absences) in a normal academic school year. It is expected that unless a student is ill or there is a family emergency, parents will ensure that students are in attendance daily. Reasons other than these for absence will be evaluated on an individual basis, but will generally be considered unexcused absences unless an exception is made by the classroom teacher and the Head of School.

If your child is going to be absent, please notify the school as early as possible by calling (808) 621-1898 or using *SchoolCues* to indicate the absence. Please leave a voice message with the following information: identify yourself as the parent or guardian; state your student's name, grade level, teacher; and reason for and probable duration of the absence. Please keep your child at home if he or she is not feeling well. If your child has come in close contact with someone who has tested positive for COVID-19 or if your child is COVID-19 positive, please follow the procedures under Ho`āla's COVID-19 Protocols. Tardiness is monitored by the school office. In an effort to improve on-time attendance we have created the following protocol:

Unexcused Absences or Late to School

- Every 3 unexcused absences a quarter - the student will lose his or her Free Dress privilege on the Friday immediately following the 3rd, 6th, 9th.... absence.
- Every 3 unexcused tardies (after 7:50 AM) a quarter (see notation below) - the student will lose his or her Free Dress privilege on the Friday immediately following the 3rd, 6th, the 9th... tardy.
- 10 Absences/Tardies = A letter of concern from the school to parents.
- 15 Absences/Tardies = Head of School calls the parent to discuss possible solutions.

Notation - Late to School

We understand, on a few occasions, a traffic accident or poor weather can delay the arrival of students, teachers, and staff. By contacting the office regarding the incident, the student's reason for being late will be considered an "excused absence." However, being consistently late can affect the overall learning of the child and/or disrupt the flow of instruction in the classroom. We start the day with

Homeroom. This time of day is extremely important and serves to introduce students to the learning that is to take place, the schedule and the day's activities are reviewed, homework is discussed, and a sense of community is developed by engaging in team building activities.

Appointments during the School Day

It is best to schedule routine doctor appointments early in the day or near the end of the school day, so as to minimally disrupt the student's day at school. Whenever a parent or guardian picks up a student for an off-campus appointment (e.g., medical or dental visit), the parent and student must check out at the main office so staff can account for all of our students at all times (see Early Dismissal). If a student arrives tardy to school, or returns after leaving for an appointment, the student must check in at the main office.

Kindergarten – 2nd Grade parents do not need to contact the school for homework requests when the student is absent. Missed assignments and requirements for completing homework will be determined by the classroom teacher and provided to the student upon return to school.

3rd – 8th Grade parents should be aware that the student is responsible for communicating with his/her teachers.

Excused and Unexcused Absences

Regular attendance is expected. Unless a student is ill or there is a family emergency, parents will ensure that students are in attendance daily. Reasons other than these for absence will be evaluated on an individual basis, but will generally be considered unexcused absences unless an exception is made by the classroom teacher and the Head of School.

Teachers will not be expected to provide tutoring or any special out-of-class time to present material missed by the student during an unexcused absence. Unexcused absences during the school day (skipping a class) will result in disciplinary action by the Head of School. If a student does not have an excused absence from school on the day of an extracurricular activity (e.g., field trip, evening performance), that student will not be permitted to participate in the Ho`āla School sponsored activity on that day.

Extended Absences

Extended absences during the normal school calendar place a tremendous strain on students and their academic progress. Students should not go on extended trips, vacations or leaves of absence during the normal school calendar unless there is a specific educational purpose attributed to the leave.

It is the responsibility of each student/family to notify the teacher(s)/Head of School about any intended trip via *SchoolCues* or email two (2) weeks in advance. The type of work provided for the trip is at the discretion of the teacher.

If the Head of School is not notified of an absence two (2) weeks in advance to properly evaluate its educational purpose, the absences will be considered unexcused.

Kindergarten - Grade 2:

When a student in Kindergarten – 2nd Grade misses more than 20 days per academic year for serious illness or other unusual circumstances, he or she will be evaluated individually to determine whether the student is ready to advance to the next grade level in a subsequent year.

Grade 3 - Grade 8:

When a student in Grades 3-8 misses 10 days of instructional time, the Head of School will determine whether the student will need to repeat a course(s), repeat some percentage of their total coursework or repeat the grade level or course subject.

Attendance is taken throughout the day and monitored by the Head of School.

Tardiness

Who`āla appreciates the effort families are making to arrive at school on time realizing the challenge of traveling during rush hour. The school depends on parents or legal guardians planning their commute time so as to have students arrive at least a few minutes before the start of the school day. Tardies are recorded and noted on the student's permanent school record. If, for some reason your student will be tardy, please provide a note to give to the Office when the student checks in late to school or use *SchoolCues* to indicate the reason the child is arriving late. **Students who arrive without a note will be marked with an unexcused tardy for that day.**

Student Boundaries

These areas are **off limits** (without permission) and result in a Broken Agreement:

- Behind the buildings and parking lot
- Locker areas (locker areas are open before/after school, lunch, breaks)
- Unsupervised areas (i.e., in a classroom without a teacher; bathrooms without permission)

Supervised areas are:

Classrooms where teachers are present

Picnic tables and benches (with teacher permission only)

Students are to be under the supervision of a teacher or teacher's aide at all times

Leaving During School Hours

Parents are strongly urged to avoid picking up students prior to the end of the school day for outside activities and appointments, as doing so interferes with the teaching/learning process. In addition, if possible, medical and dental appointments should be scheduled for a time outside school hours.

Students being excused during school hours must be signed out by a parent or authorized adult.

Parents **must** contact the office (808) 621-1898 to let staff know if a student is leaving during school hours. If possible, please send a note at least one day ahead or communicate through *SchoolCues*.

When picking up a student, the parent or authorized adult must **first report to the office to sign the student out**. At that time, a member of our staff will bring your child to meet you.

Office Telephone

It is important to keep the school phone lines open for school business; therefore, the office phones are available to students (with permission) on an emergency basis only. A student may not call for such things as homework, books, P.E. uniforms, lunches, etc., these are not considered emergencies and will not be allowed.

Campus Visitors

All visitors, including parents, guardians and classroom volunteers, must report to the office as soon as they arrive on campus. Upon signing in, the visitor will receive a visitor identification badge that must be worn at all times. No unauthorized, unaccompanied adult will be allowed onto the property of the school or to have access to student areas.

Student Visitors

How`āla students have the privilege of bringing a friend to school. Student visitors must abide by the

same rules as other Ho`āla students and good judgment and behavior is expected at all times.

If a student would like to bring a friend to school, he/she must:

- Obtain a Visitor Pass from the office.
- Fill out the Visitor Pass, complete with Parent/Guardian signature.
- Hand in the Visitor Pass to the Head of School at least 24 hours prior to the visit. No visitors will be allowed without 24 hours prior notice.

Homework Policy When Absent

Students in grades 3 – 8 have a support system if/when they miss school for illnesses and appointments. This policy eliminates the necessity of calling the office for missed work as it is impractical for the school personnel to track down each student's assignments. They may email their teacher(s) for missed assignments.

This is how the students can get the information they need: Families may also contact their teacher directly through *SchoolCues* or email. All teachers have a Ho`āla email account (see page 33, teacher's first name@hoalaschool.org) and can be reached through that email address.

Upon Returning to School: It is also necessary for each student to initiate a conversation with his/her teacher(s) upon returning to class to turn in work, receive any additional assignments, and schedule a time to meet outside of class to go over any material they may have missed. We encourage parents to remind your child to do this.

Lunches/Snacks

Students have two options for lunch: 1) bring lunch from home or 2) parents/legal guardians may purchase lunch from Ho`āla's catering service. School lunches are provided by Marian's Catering of Wahiawa. Parents also have the option of purchasing lunch on Tuesday only which is pizza day. School lunch orders must be placed in advance; menus and information will be sent out each month. Once ordered, lunches will be renewed automatically unless you cancel. New orders must be received by the stated deadline. Lunch payments are due on the 15th of each month. Students need to provide their own drinks and morning snacks; there is no sharing of food among students. There are NO microwaves or refrigerators available for student use.

School Books

All textbooks should have book covers placed on them. It is expected that students will take responsibility for returning the books in good, reusable condition at the end of the school year. Lost or damaged books are charged to the student.

Cell Phones

Students may not carry their cell phones while on campus unless the student has a special agreement and permission from a teacher. Cell phones must be kept in the student's backpack or locker, turned off, unseen, and not used until school dismissal. Cell phones that are sent to the office will be kept there until the end of the day if the above conditions are not met. A parent conference is required for repeated misuse of cell phones. Refusal to hand over phones when requested by a staff member will result in the loss of privileges for a semester.

iPods/iPads/iPhones/Androids

All grade levels - These and any other personal music listening devices are NOT permitted.

Items Not Permitted on Campus

Weapons of any kind

Skateboards
Chewing Gum

Valuables

It is recommended that students not bring large sums of money, jewelry, or valuables to school. The school is not responsible for any lost, broken, or stolen items. This includes cell phones and other electronic devices.

Lost and Found

Please label all of your child's articles, such as lunch boxes, water bottles, backpacks, coats, clothing, etc., so that lost items can be returned to their owner. A lost and found box is located in the Ho`āla Plus Room. Unclaimed items at the mid-year point and at the end of the year will be donated.

Solicitation

In addition to major fundraisers, various classes throughout the school raise funds for special class projects; therefore, **solicitation for outside fundraising (soccer, baseball, etc.) is not permitted on campus**. Students may not buy, sell, or trade personal belongings on campus.

Pets to School

Pets and animals are not allowed to come to school with students with the exception that a pet may attend a specific class or come to homeroom show and tell. This must be approved by the teacher and the pet must be taken home immediately after.

HO`ĀLA SCHOOL DRESS CODE

The Ho`āla School uniform policy sets specific guidelines. All students must wear approved Ho`āla School options for uniforms each day. **All uniform pieces are required to be purchased through Lands' End; all shirts from Lands' End must have the school's official logo.** When a student does not wear the proper uniform, they are considered "out of uniform" and their parents will be notified by the school.

When students wear their uniforms, they are representing Ho`āla School and everyone associated with our school. Therefore, students must hold themselves to a high standard when wearing the Ho`āla School uniform. All uniforms must be clean and of good quality (no stains, rips, holes, etc.). Clothing must be modest in length and fit (neither too tight or loose, nor too short or revealing). Religious and cultural traditions will be taken into account in interpreting what is appropriate attire. **Students must look presentable so as to represent themselves, their classmates and our school in the best light.**

Specific Rules

Uniforms must be worn unless a student is given permission by administration to be out of uniform (i.e., free dress days, spirit days, or May Day attire). Administrative approved out of uniform attire should adhere to the general guidelines for hem length, cleanliness and quality as well as be appropriate to the school setting. All uniform purchases must be made through HO`ĀLA SCHOOL'S uniform provider, Lands' End, school code **#900033150**. Uniforms can be purchased at www.landsend.com or ordered from the Nimitz Highway location. This store does not carry Ho`āla School uniforms.

LANDS' END INFORMATION:

www.landsend.com

Lands' End Store
560 Nimitz Highway, Suite 118
Honolulu, HI 96817
808-585-7441

Uniforms

Ho`āla School's Formal Polo uniform (pants, shorts, or skorts) are to be purchased from Lands' End. Ho`āla's Physical Education T-Shirt must be purchased from Lands' End (maroon with school logo). Black Physical Education shorts can be purchased at Lands' End or another clothing store provided the shorts are black and loose fitting (no cycling shorts or tight-fitting sweat pants).

Ho`āla School Polo Shirt colors: Maroon and black (Lands' End only).

Ho`āla School Bottom Colors: Arctic Grey (Lands' End only).

Socks: Knee high socks are allowed in school colors. **Visible** ABOVE the ankle style socks are permitted in solid white, grey, maroon, or black only.

Shoes: Closed-toe shoes must be worn. Boots, both to the ankle and to the knee are not permitted, with the exception of free-dress days. High top sneakers are permitted. No slippers (beachwear), Crocs, shoes with rollers, or light-up shoes. All footwear must be closed at the heel. All shoes should not distract from the school uniform.

Jackets, Sweaters and Sweatshirts: Outerwear may be purchased at Lands' End and in only solid burgundy or black, and with or without logos, but Ho`āla logos are preferred. Options from Lands' End are School Uniform Fleece Jacket or School Uniform Button Front Cardigan. Additionally, solid single colored plain black or burgundy without logos are acceptable. Jackets and/or sweaters that fit this criteria may be purchased from companies other than Lands' End. Sweatshirts can be worn only on Free Dress Days (see below) and must be a solid single plain black or burgundy without logos.

Hats and Sunglasses: Hats and sunglasses are permitted at PE and recess for sun protection. Hats must be solid in color and without logo/design. They may not be worn inside classrooms or hallways.

Jewelry: No excessive jewelry is allowed. Excessive jewelry is defined as jewelry that is distracting and detracting from the overall appearance (i.e., excessive bracelets, necklaces, chains, mask chains, earrings, or over-large earrings, etc.) No jewelry should be worn during P.E. K-4 students may wear stud/post earrings only. 5th – 8th grade students may wear earrings no longer than 1 inch. No watches, smart watches, etc., are allowed, or must be kept in student's locker or backpack at all times. Necklaces, bracelets, and rings are not allowed for safety reasons.

Hair: Students' hair must be neat and their hair color should fall inside the range of normal hair color for K-4 grades. Hair should not impede vision. No hair designs, mixed colors or extremes in hair styles. Out of uniform calls are at the Admin/teacher discretion.

Other: Visible temporary tattoos, glitter, stickers and writing on the body or fake or fingernail enhancements are not permitted. Lipstick or lip-balms should be clear or light in color. All books, binders, backpacks, desks, lockers, containers, and other accessories may not depict alcohol, drugs, violence, guns, knives, or other inappropriate or offensive messages as determined by staff members. No turning up shorts/skirts, etc.

Free Dress

On many occasions, students at Ho`āla School have the opportunity for Free Dress including Free Dress Friday, occasional school sponsored events, beach day, etc. Clothing with other school logos is not permitted; however, college or university logos are allowed.

This does not preclude students, however, from the standard practices and expectations for appropriate attire. Students will be held to the uniform standard described above. **Students must look presentable so as to represent themselves, their classmates and our school in the best light.** Clothing must be modest in length and fit not only with their uniform but also their Free Dress attire as they are still members of the Ho`āla community.

Free Dress may be worn on the last school day of the week in the event Friday is a holiday or required Formal Uniform Day (for field trips, etc.) ***However, if a student has a uniform infraction during the week, the Free Dress privilege for that week may be suspended.***

Free Dress Guidelines for all Grade Levels:

Tops: No spaghetti straps, tank or tube tops (bare shoulder garments) allowed; any strap across the shoulder is to be the width of three (3) adult fingers. T-shirts may be worn under spaghetti strap blouses or dresses. If the top does show the shoulders, you will be required to wear a sweater or jacket over it. Off-the-shoulder tops or one shoulder showing are not options.

- Under garments should NOT be visible. Shirts should cover the midriff, cleavage and shoulders.
- Graphics and words on shirts should be appropriate.
- Shirts should be free of rips.
- School t-shirts (i.e., field trip, team, Make a Difference Day, or class shirts) should not be altered via cutting.
- No costumes or dress up clothing, except during appropriate sanctioned school events.
- Sweatshirts with hoods are allowed on Free Dress Days only and will follow that same protocol that applies to hats (not to be worn inside and should not be pulled tight to cover the face).

Bottoms:

- Should fit appropriately on or above the hips. They should not be excessively tight, nor should they be falling off of the body.
- Shorts, skorts and dress length will follow the uniform length: the hem should be below the tips of the student's fingers when the student's arm is fully extended at the student's side.
- Under garments should not be visible.
- Shorts, pants or jeans should not be torn or ripped; the waistband of shorts is not to be rolled up.
- Leggings must be worn with shirts that fall below the bottom.
- Distressed jeans that don't show the skin are allowed on Free Dress Days only.

Shoes:

- Boots up to the ankle are acceptable as long as the heel does not exceed 1 inch.
- Students are required to have covered shoes in science & athletic shoes for PE.
- Back straps are still required (no slippers for student safety).
- Students can wear sandals with a back strap on Free Dress Days.
- Heels on shoes should not exceed 1 inch.

Out of Uniform

The Ho'āla School uniform policy sets specific guidelines for dress that each student is expected to follow. If a student chooses to arrive at school or changes once at school dressed outside of these guidelines, he/she will be considered "out of uniform," an action that will be deemed unsupportive of the learning environment. Out of uniform calls are at the Admin/teacher discretion.

The following "Out of Uniform" discipline policy has been established:

3 Out-of-Uniform per quarter = a letter home and the student will lose his or her Free Dress on the next Friday immediately following the 3rd Out-of-Uniform infraction (resets after the 3rd Broken Agreement and/or the end of the quarter).

Occasionally, a Free Dress pass may be awarded to various students for service to the school, to a teacher, or the student's classmates.

Physical Education (P.E.) Uniform

Students may wear their Ho`āla School PE/Activity shirt and bottoms on P.E., out-door activity, and/or community service days only. New School Uniform Black Mesh Shorts may be purchased at Lands' End or plain (no logo). Plain black or maroon sweatpants extending down to the ankle are permitted. Closed toe shoes and socks are mandatory. If worn, leggings must be worn under PE shorts. Mixing of P.E. wear and the formal Ho`āla uniform is not allowed at any time.

For All Students:

- Undershirts must be short-sleeved and not visible.
- Shorts and pants must be worn securely on hips.

STUDENT HEALTH AND EMERGENCY PROCEDURES

State Health Requirements

The Hawaii school attendance law requires that every child (preschool to 12th grade) attending any public or private school, preschool or day care facility for the first time in the state must meet certain health requirements before he/she can be admitted to school. These include a physical examination, clearance from communicable tuberculosis and immunizations for Measles, Rubella, Mumps, Polio, Diphtheria, Tetanus, Pertussis, Hepatitis B, Haemophilus b (Hib), and effective July 1, 2002, for students entering grade 7, Varicella (chickenpox) vaccine or documented history of varicella signed by a U.S. licensed MD, DO, APRN or PA. **Minimum attendance requirements are that the child must have a documented TB clearance completed within one year before school entry, and written proof from a physician/clinic stating that the student is in the process of completing the physical examination and immunizations. Students entering 7th grade are further required to have an updated Physical Examination and Varicella immunization. If the student does not meet the minimum requirements the student MAY NOT enter school.** If the student meets minimum requirements, they may enter school and have up to 90 days to complete all the requirements. Also, all students transferring from another school within the State of Hawaii must present documentation (Form 14) to Ho`āla showing that these requirements have been met before they can be admitted. Incoming seventh graders are also required to have immunizations before entering school. For more information on Hawaii State Requirements, please visit <http://doe.k12.hi.us/register/schoolhealthreqts.htm>.

Health Care/ First Aid

Ho`āla faculty and staff may administer certain topical medications with parent permission. Scrapes and scratches will be cleaned by the student with water and have a bandage applied.

Please complete the Over-the-Counter Medication Permission (OTC) form so office staff can administer over the counter topical medications when needed. All prescription medication must be brought to the office and will be administered by staff personnel. Students may not carry any type of medication on their person or backpacks, etc.

In the event of serious cuts or scratches, or if your child is sick, you or the designated representatives listed on your emergency form will be contacted.

If your child has any special health needs or conditions, please see that such information is clearly noted on the Emergency Information Form kept in the Office.

Student Emergency Information Form

It is imperative that we be able to reach you or your representative in the event of an emergency. Information should be completed by the first month your child begins school through our online platform, *SchoolCues*. Please keep this information current for the welfare of your child. If there are any changes, please notify the Office at (808) 621-1898.

COVID-19 Protocols

In the case of a positive COVID-19 case on campus, all families, faculty, and staff will be notified and specific protocols will be put in place. While the staff is committed to allowing greater access to the school, we must ensure the health and safety of the entire Ho`āla community.

Emergency Procedures/Storm Procedures/Crisis Plan

Various emergency drills are conducted according to State laws. Drills give students practice in taking the quickest, safest route from the school building. If necessary, teachers will inform and practice with students the procedures to follow in the event of other emergencies, though typically the procedures follow much the same method of exiting from the building as quickly as possible.

Phone calls will be made to all families in the event of school closure. Parents may call the school to get more information regarding the situation. Information can also be obtained through Hawaii Association of Independent Schools (H.A.I.S.) at www.hais.org or 808-973-1540. If phone lines are down, keep tuned to radio stations for updates as Ho`āla School notifies all radio stations of such information. Should there be a catastrophic event, Ho`āla will hold the children at school until the proper arrangements could be made. Each potential event has its own unique response and parents should know that every measure would be taken that supports student and faculty health and safety.

Contagious Conditions

Parents can help control outbreaks of contagious conditions such as flu, COVID, or head lice. Please notify the school immediately if your child has contracted any contagious condition, including head lice.

COMMUNICATION BETWEEN HOME AND SCHOOL

Regular communication between the school and parents helps to create an optimal learning environment for the students. There are several means of communication available for school-parent contacts:

Telephone – Call the office at (808) 621-1898 if you wish to contact a teacher. The office staff will take your message and the teachers will return phone calls as quickly as possible, but generally not during the instructional day. For an appointment with the Head of School, or any teacher, you may also call the office to schedule a time.

Email – All school personnel at Ho`āla have their own email address. Please see the contact information on page 33.

Email Protocol – The following guidelines have been created in order to foster appropriate and efficient email communication between parents/students and teachers and teachers and parents/students:

Teachers will respond to telephone calls or email inquiries within 24 hours, Monday through Friday, when school is in session. During normal operating hours, teachers are in class or have other responsibilities from 7:15 AM to 3:00 PM; as a result, in a majority of cases, calls or email inquiries will be returned in the afternoon. Email is best used as a quick question to convey general information. If the issue is an emergency, more complicated, or difficult to discuss via email, please contact the office, (808) 621-1898. Chris can also be reached on his cell phone at (609) 847-5261. If the content of your email is confidential, health related, or time- sensitive, please call Chris and he can relay the information to the classroom teacher.

Each teacher may have their own email (communication policy) and will explain communication protocols specific to their class at the September Open House. Please also inquire about your child's teacher's email policy during Parent/Student/Teacher Conferences in October.

August Parent Orientation – The August Parent Orientation introduces the Ho`āla teachers and staff to new and returning families. Parents are presented with a general overview of the school and are given the opportunity to learn about key components of Ho`āla` philosophy on character development.

Back-to-School Night – Back-to-School Night is another opportunity to learn about Ho`āla and gives teachers the opportunity to present an overview of their academic program. It is a time to ask questions about the curriculum, teaching strategies, field trips, etc. It is also a great opportunity to meet other parents and staff members.

Parent Teacher Study Group (PTSG) – Ho`āla's philosophy is rooted in a simple yet profound idea - children learn to become cooperative, effective, responsible individuals when the adults in their lives earnestly commit themselves to being cooperative, effective, responsible individuals. Toward this shared goal, all Ho`āla parents commit to attend a series of workshops where they consider ways in which to successfully support their children's emotional and intellectual development. The Ho`āla Parent Study Group is held twice a year, once in the fall and again in the spring. Jef Fern, a member of the original faculty that founded Ho`āla and a current Board Member, facilitates the PTSG. The study group meets a minimum of three but no more than five times each semester; the topics include:

- Session I Ho`āla School Agreement (Discipline) System*
Session II Seeing Children's Behavior and Needs
Session III Avoiding Unwanted Behaviors
Session IV Applying These Practices to Academics (if needed)
Session V Using Family Meetings (if needed)

Other School Events and Gatherings

There will also be a number of special days or events during the school year when parents are encouraged to be part of special celebrations or other events in the classroom or as part of the whole campus community. Examples of these occasions include the PTSO sponsored Craft and Vendor Fairs, held throughout the year, family sponsored events such as Ho`āla-ween, Wahiawa parades (Veteran's Day and Christmas), and the school's Silent Auction Fundraiser. We look forward to having all parents share those special times with us at Ho`āla.

FOSTERING A SENSE OF BELONGING

Ho`āla creates a community in which all members (students/parents/faculty/staff):

- Experience a sense of belonging;
- Feel they are listened to; and
- Are taken seriously.

A number of programs are in place at Ho`āla to further this goal, including, but not limited to:

The Ho`āla Agreement System

By way of a simple but highly congruent Agreement System, students learn there is a consequence to every choice they make. Those who choose to break agreements are held to predetermined consequences that they agreed to in advance. Learning to understand and accept the repercussions of one's behavior, without blaming others or oneself, is a vital piece of Ho`āla education.

Connecting

Students gather in small grade level groups to "connect" each week. Sessions are facilitated by a teacher, but conversations are student-led. Topics range from family problems to issues with one another. Students learn to rely on one another for emotional support, and to problem solve as peers. Rather than allow hard feelings to fester, How`āla students learn that it is okay to "say the hard things" aloud.

Note: Sometimes connecting groups walk off campus to get snacks from neighboring stores. This privilege of buying food or drinks is limited to the members of the connecting group only; students may not bring back food and drinks for other students.

Homeroom

During the daily homeroom session, teachers and students create an experience of community at Ho`āla School. This is a place to foster caring relationships between its members through sharing and play as well as taking care of daily business.

The purpose of homeroom is to provide specific, non-academic, scheduled times when students and the homeroom teacher interact with each other as a family to share, plan, develop, and enhance the well-being of the homeroom and school. The intention of homeroom activities is to:

- Provide mutual nourishment for participants;
- Create family through communication and participation;
- Bridge transition from home to school, especially on Monday mornings and Friday afternoons;
- Plan and develop events and celebrations with peers and teachers;
- Promote community;
- Develop personal relationships with peers and teachers; and
- Handle daily business (attendance, chores, etc.).

Class Meetings

The purpose of the class meeting is to provide an opportunity for students and teachers to voice ideas, opinions, and issues with the possibilities of finding solutions. The format of the class meeting is taken from the book *Positive Discipline in the Classroom*.

Format for the Class Meeting:

1. Compliments, appreciations, and acknowledgments.
2. Follow-up on prior solutions.
3. Agenda items.
4. Share feelings while others listen.
5. Discuss without fixing.
6. Ask for problem-solving help.
7. Future plans.

Clearings

This is a system that seeks to foster honest communication and open listening while, at the same time, mediating problems between any and all members of our community.

Mixed-Age Activities

During mixed-age activities, each teacher meets with a group of students of mixed grades. Each session has a theme, often based on an affirmation or a positive idea. The class consists of team building activities, doing a hands-on activity, doing a group game or activity, and singing a song, and then re-gathering with the large group for sharing and debriefing.

Ho`āla Camp

A core piece of our leadership training is an overnight camp. Camp is held at the beginning of each school year for students in grades 3 and up in a host facility. The purpose of camp is to increase a sense of belonging in the community, which thereby increases the sense of responsibility. Through a number of activities and debriefs such as team-building games, songs, shared meals, bonfires, bunking together, hikes, climbing walls, rope courses, beach art, skits, chores, and high expectations for cooperative behavior, students are challenged to increase communication skills, work through physical and emotional challenges, face actual fears, and work as teams to reach group goals. These skills promote unity and forge a sense of community that they build upon throughout the school year. These experiences are vital to our curriculum, are counted as regular school days, and thus are not optional. Camp structure may be modified during the pandemic.

Ho`āla Gatherings

Each quarter, a class organizes an event for the entire community to celebrate a shared value such as "friendship," "gratitude," or "respect." Lively assemblies include music, dance, and reflections, and often focus on global issues and service. Students, parents, and teachers experience an internal strength that naturally emerges when engaged creatively in one's community.

Reading Buddies

Reading Buddies is an opportunity for the older students to support younger students in various team-building activities and assist the younger students in developing their reading skills. The students meet periodically during the year and read to one another under the supervision of the teacher.

School Events that Foster a Sense of Community

The Academic Open House, field trips, 100th Day of School, Talent Show, Touch-a-Truck, St. Jude's Trike-a-Thon, the End-of-the Year Barbeque, and the Silent Auction Fundraiser are a few of the events in which the entire Ho`āla community, parents, grandparents, aunts and uncles, friends, and neighbors are invited to join the students and staff to celebrate. Such events are an excellent opportunity for community fellowship in celebration of our shared values in supporting the children.

The Silent Auction is a major fundraiser held during the school year. It is an opportunity for families, teachers and staff to work together and enjoy the experience and the festivities. Silent Auction items are donated by local businesses, a delicious assortment of food, wine and spirits are donated and served by volunteers. Professionals provide entertainment and many activities are provided for parents and adult fellowship.

Service-Centered Learning

In partnership with various nonprofit and governmental agencies throughout the island, the Ho`āla community is proud to contribute to the larger community in a variety of creative ways. At every grade level, age-appropriate service-learning activities are included in the curriculum. The impact that this has on our children and their families contributes to a greater awareness of the needs of our community.

Student Generated Special Events

Students are encouraged to make their school experience whatever they want. This includes taking leadership roles to create events they themselves desire. In the past, students have initiated drama events, lock-ins (overnight stays at school), and summer travel opportunities. If students have an idea of an event or activity that they would like to see during the school year, they can bring it up in a class meeting, at Student Council, or individually speak with a teacher or the Head of School.

AFTER SCHOOL ENRICHMENT PROGRAMS

Ho`āla is able to offer a variety of after school enrichment programs for the students. We are always seeking to expand the options that are available and to provide the best possible extra-curricular experiences for our students.

Our current programs include:

- Private Piano Lessons with Keiko Poarch
- S.T.E.A.M. (Science, Technology, Engineering, Art, and Mathematics) with Annie, Ho`āla Teacher
- Ukulele Lessons with Arthur, Ho`āla's Music Teacher
- Robotics
- Arts and Crafts
- Hula

Possible in the Future:

- Hip Hop
- Taiko
- Chess Club
- E-Sports

Other clubs/activities/classes are often created as the school year progresses, since students take an active role in deciding and forming clubs due to their ongoing interests. The office will send out notices when new programs or clubs are formed. Please contact Chris to learn more about After School Enrichment opportunities.

HO`ĀLA SCHOOL PARENT-TEACHER-STUDENT ORGANIZATION (PTSO)

The Ho`āla Parent-Teacher-Student Organization (PTSO) provides a close link between parents and school. Its key mission is to build a school environment that provides a sense of community for parents, supports teachers and administrators, and encourages positive, educational experiences for students. All parents, students, faculty, and staff are automatically included as members. There are monthly PTSO meetings and all are encouraged and welcome to attend.

PTSO Events

Planned events may include:

- 1st Day of School - Welcome Coffee and Refreshments for Ho`āla Families;
- Family Fun Nights (Ho`āla-ween Parade), etc.;
- Family Enrichment Nights (Themes include Science, Reading, Math, etc.);
- Fall and Spring Book Fair (during Parent, Teacher, Student conferences);
- 100th Day of School Celebration and End of Year BBQ; and
- Participation in holiday parades and Spirit Week.

PTSO Fundraising

A strong commitment of volunteers is an integral component that directly affects the success of the PTSO and Ho`āla School fundraising efforts. Fundraising endeavors have included:

- *Art My Heart Online Silent Auction*: Student art featured auction along with support from various vendors.

Several other fundraising efforts for specific goals may include:

- Zippy's Fundraiser
- Car Wash Tickets, etc.

Possible Other PTSO Coordinated Efforts

- Hospitality – providing refreshments for school events
- Classroom Helpers
- Creation of a Ho`āla Maintenance Crew
- August and February Work Days – cleaning up the campus
- Parent Orientation and Academic Open House

Volunteers

As a small learning community, Ho`āla cannot survive without full participation of parent, grandparent, legal guardian, and student volunteers. Classroom volunteers are required to attend the Parent Workshop Series before volunteering. Volunteers are creatively engaged in every aspect of the school:

- Attending field trips
- Classroom support
- Fund raising
- Promoting Ho`āla School
- PTSO
- Grounds keeping
- Chaperoning camp
- Assisting the arts program
- Carpentry
- Supporting technology
- Creating and leading enrichment and after school activities
- Networking in the community
- Sharing vision and professional expertise in the strategic planning

ACADEMIC POLICIES AND PROCEDURES

At Ho`āla School each student is supported in achieving excellence and satisfaction. Classes are organized in such a way as to invite students to participate actively and creatively in learning. Students want to learn and excel when they experience themselves as capable, responsible, and able to make a difference in life.

Ho`āla School encourages students to use their minds well and to realize that they are unique. Teachers serve as facilitators, or coaches, to assist students in learning how to learn and thus be able to teach themselves.

Throughout the curriculum, the following skills are emphasized and encouraged:

- Effective study habits
- Critical and creative thinking
- Collaboration
- Effective written and oral communication skills

Students are encouraged to take risks, to work cooperatively to find solutions, and to demonstrate their understanding of course material through exhibitions. A small teacher-student ratio allows the educational process to be personalized to a notable degree.

Grading Policies

Grading is based on participation, written assignments, oral assignments, homework, assessments, and projects. The weights of each category differ from class to class, at the discretion of the teacher. Specific information is provided in course objectives. Grades in progress are given at the end of first

and third quarter in parent-teacher-student conferences. Final grades are recorded officially at the end of each semester.

Reporting Student Performance for Kindergarten – Grade 4:

Students in Kindergarten through Grade 4 will receive a January Mid-Semester Report and a Final Semester Report in May. The report will include a narrative from the student’s teachers including art and drama. The following scale is used to evaluate student progress.

| | | | |
|---------------------------------|--|---|-------------------------------------|
| <u>Reporting Student</u> | 0 Not Evident | 3 Meets expectations at the beginner level | P Pass |
| | 1 Not yet within expectations | 4 Fully meets expectations | F Fail |
| | 2 Approaching expectations | 5 Exceeds expectations | N/A Not applicable |

Performance for Grade 5 – Grade 8:

Students in Grades 5 – 8 will receive a January Mid-Semester Report and a Final Semester Report in May. The report will include a narrative from the student’s teachers including art and drama. The following scale is used to evaluate student progress.

| | | | |
|--------------------|-------------------|-------------------|-------------------|
| A+ 98%-100% | B+ 88%-89% | C+ 78%-79% | D+ 68%-69% |
| A 92%-97% | B 82%-87% | C 72%-77% | D 62%-67% |
| A- 90%-91% | B- 80%-81% | C 70%-71% | D- 60%-61% |

(NP) - 59%

Not Passing and below

Pass/No Pass Classes

Music
Physical Education (PE)

Due to the infrequency that classes meet, these grades are not factored into Grade Point Average (GPA) but do earn course credit.

Grade Point Average (GPA) Equivalency

| | | | |
|-----------------|-----------------|-----------------|-----------------|
| A+ = 4.0 | B+ = 3.3 | C+ = 2.3 | D+ = 1.3 |
| A = 4.0 | B = 3.0 | C = 2.0 | D = 1.0 |
| A- = 3.7 | B- = 2.4 | C- = 1.7 | D- = .07 |

Mid-quarter Notices

Mid-quarter Notices are mailed home half way through each quarter to update parents of any challenges their child is having and/or to recognize areas of strength. This is an opportunity to receive feedback before the end of the quarter. Parents must sign receipt of the Mid-quarter Notice and can then contact teachers for more information or help in developing a plan to help the student succeed. If a teacher does not need to inform a parent of anything at the time, nothing will be sent home.

Academic Conferences

Parent-student-teacher academic conferences are an important part of the school’s connection to

families. A formal conference occurs twice a year, typically in October and again in March. Conferences are unique at Ho`āla in that they involve the teachers, parents *and* the students. The student leads the conference, with the support of their teacher, and discusses his/her strengths and challenges as they relate to each subject area. Students are encouraged to set goals and plans are made to support the student in achieving those goals. In addition to the academic conferences, parents and teachers may request a conference at any time.

Student Reports

Student Reports are sent home twice during the school year, at the end of each semester in January and June. Student Reports record the student's performance in core subjects, attendance, and specials and is kept on file as the student's official record while attending Ho'āla School.

Field Trips

Students go on classroom instruction-related field trips several times a year. Parents will be asked to sign a Field Trip Permission and Emergency Treatment Authorization statement which gives general permission for their child(ren) to participate in field trips and for qualified medical personnel to provide emergency medical treatment even if a parent or designated contact cannot be located by phone. This authorization along with emergency medical information is kept on file in the school office, and copies accompany teachers on field trips.

Information will be sent home in advance of each individual field trip. The school hopes every child will participate in all field trips offered by his/her teacher. If a parent has questions about a child's participation, the parent should discuss those concerns with the classroom teacher.

Transportation to and from field trips will generally be by chartered bus. On occasions when parent drivers will be transporting children, parents will know of that arrangement in advance and be asked for approval, and the school will require evidence of a valid driver's license and good driving record before a parent may transport children.

On days when classes are scheduled for a field trip, students are required to wear their school uniform unless notified otherwise. Also, it is expected that students will conduct themselves according to general school rules, policies and expectations.

Homework

Homework is an invaluable activity and an appropriate extension of classroom instruction. Homework is an opportunity for the student to:

- foster a positive attitude towards learning;
- develop good study habits;
- develop responsibility;
- practice skills that have been taught in the classroom and expand their level of curiosity; and
- demonstrate mastery of a skill or understanding of a concept.

Responsibility – Homework is an important way to help a student become involved in and responsible for his/her learning. Teachers and parents are involved in the process, but it is the student's responsibility for the work.

Teachers are responsible for clearly assigning homework, assigning a variety of homework, and giving feedback to the student.

Parents ensure that a regular time is set aside each day specifically for studying and completing homework that should:

- Consist of a clean work surface and good lighting.
- Contain the necessary material to complete assignments.
- Have an environment that is suitable to the learning needs of their child (i.e., some may need

quiet, some may need music in the background, etc.).

Students take pride in the homework that they complete and need to be responsible to remember to turn it in each morning.

Ultimately, homework is the student's responsibility. If a student chooses not to use the study time to complete his/her assignments, the parents need not get into a power struggle about it. The teacher will address issues about incomplete or unfinished work directly with the student.

A Homework Plan

In general, this is a plan for parents of children who are not being successful in completing assigned homework. Before adopting a plan like this, it is important to give the child a reasonable chance to show success. If your child is being successful, acknowledge and let the child continue in this fashion. This is just a plan that has worked in the past and is mutually respectful. It is simple to use and easy to adapt to your own level of comfort.

This is a suggested plan for a way to support your child in practicing some successful work habits until the habits are comfortable and begin to provide some success and satisfaction for the child.

Have a fixed amount of time set aside for study each day (one time for Monday through Thursday; another for Friday or Sunday).

Start out with a short time – maybe 20 minutes for a younger student.

The specific time should be the same every day. Set it by an event (e.g., right after dinner, or 30 min. after getting home from school) or by the clock (e.g., from 5:00 p.m. to 6:00 p.m.).

During study time, the child is required to study or read books: no drawing, magazines, music, etc.

Parents' Role:

Do not hover, but when passing by, do notice what is being done right and make a positive, encouraging comment occasionally.

If the child is not studying, say, unemotionally, "Felix, that's one." Next time, "Felix, that's two." On the number two or three (decide ahead of time, based on your comfort, the child's reminder need level, etc.) they will earn whatever preset consequence agreed upon.

Set it up with the teacher that you will check regularly, to hear whether homework scores have improved. Let your child know that you will be doing that, and if homework scores remain low then study time must be increased to support having enough time to get the work done. Increase study time by 10 minute intervals, but do not expand study time to more than 60 minutes for grades 3-4, 90 minutes for grade 5-6, or more for older students, or it may feel punitive to the child and provoke resentment and power struggle.

Do not change the time arbitrarily, in anger, or on the spur of the moment. It will reduce the child's sense of creating consequence and put the focus on your relationship instead.

Escape Clause:

Studying time may end early when all the homework is finished.

The child needs to show you that it is done. The child must have three things to show you:

- The work itself (not "I did it in class and turned it in," or "I finished it and left it at school, honest!").
- The book from which it was assigned.
- The assignments for that day, preferably in ink, with the teachers' signature next to them.

If all three are present, the child is free to go play. If any piece is missing or incomplete, then the whole study time remains in effect. If there is no more work to do, the child may read.

Parents must promise not to take the child's word for anything. Requiring the work and signed assignment keeps the process clear and honest.

Final Notes:

Decide either initially or as you go, how you'll treat long-term assignments. If arranging increments does not produce successful results, just require that it be done the day it is assigned.

What if the quality is low? Don't be fussy. Let the teacher do that; otherwise you're asking for a struggle. You can ask the teacher to be aware of low quality. Or if you insist, you can say, "Starting tomorrow, I won't consider your work finished if it looks like that."

Be clear and reasonable about your expectations; use steps. Always set the standard for the next time, not this one, so the child can succeed, and struggle can be avoided.

If the child is improving his or her scores, don't be too quick to reduce the amount of study time, or to drop the plan. Keep up what you're doing. Get the habits established. After a while, ask the child for ideas about modifying the plan – giving ownership of the process. Make it clear that you are asking for opinion and advice.

Academic Honesty

Ho`āla School's goal is to foster learning in an intellectually stimulating environment. All members of the Ho`āla `ohana must accept the responsibility of creating and maintaining an atmosphere of freedom and trust. One of the purposes of Ho`āla's emphasis on Character Education is to promote academic honesty on the part of students. Cheating and plagiarism will not be tolerated.

Cheating is defined as the intentional use of someone else's work or material on any test or assignment; or the use of any prohibited means to enhance the performance on an examination.

Plagiarism is defined as the appropriating and putting forth as one's own, the ideas, language or creations of another without citing their source.

Moreover, students have a responsibility to support academic honesty. Students who improperly share their thoughts and materials with others are equally accountable for their actions as those who receive that information.

MULTIMEDIA, COMPUTER, AND INTERNET USE POLICY (*MacBook Air*)

Ho`āla School has established a computer network for student use. The operation of the computer network and its resources relies upon the proper conduct of the end users who must adhere to strict guidelines. Please familiarize yourself with the guidelines that are provided here so that you are aware of the responsibilities you are about to acquire. All expectations are for the entire school day: class times, guided study and all breaks. **Repeated misuse of computers can result in loss of computer privileges with parent notification.**

Terms and Conditions – School Computer Usage and Personal Laptop Usage

Acceptable Use – Ho`āla School is providing a computer network and internet access in order to support the curricular goals of the school:

- Homework;
- Teacher Assigned Tasks; and
- Other Teacher Approved Uses.

Use of Ho`āla School's technological resources must be consistent with the education goals of the school. Users shall respect all U.S. copyright laws and licensing agreements pertaining to material entered into and obtained via Ho`āla School's computer system.

Prohibited Transmissions – Users shall not transmit any material that is in violation of U.S. or state law. This includes, but is not limited to, inappropriate language, graphics, audio clips or solicitation.

Prohibited recreational use:

- Facebook, Instagram, etc.;
- Personal Email and Gaming; and
- Non-academic Web Browsing.

Etiquette – Below is a list of generally accepted rules of computing and network etiquette. Students will be expected to abide by these rules:

- Be polite.
- Use appropriate language.
- Do not reveal anything about your own or another’s personal information.
- Do not disrupt (hack) any computer system.
- Do not interfere with work belonging to others.

Privacy – All electronic transmission will be monitored by Ho`āla School teachers and staff.

Security – Ho`āla School’s computer system will involve many users. Therefore, security is a high priority. Do not give your access information to anyone.

Supervised Use of Tech Resources

Room resources are for use only with teacher present or prior teacher-approved arrangement. Printing will be with permission only – usually black only – for academic purposes. No downloading of software without teacher permission.

Tutoring

Tutoring services for students struggling in reading and spelling are available for an additional fee. Many tutors are trained in the Orton-Gillingham method. Please call the office if you are interested in having your child assessed and placed with a tutor.

STUDENT MUSICAL INSTRUMENT AGREEMENT

Ukulele and other musical instruments

By nature, musical instruments are very delicate and bring delight and wonder to those who play them and those that listen to the music they make. All musical instruments should be handled with care. Students have permission to play ukulele and other instruments as part of music class and other school activities. For any other use students need permission from the music teacher.

Handling

- Students should make sure their hands are clean prior to playing.
- Ukulele should be in its “gig bag” when not being played.
- Please handle instruments responsibly and with respect.

The following behaviors are considered “possible harm” on all school musical instruments:

- Any mishandling which may harm the instrument.
- **Repeated misuse of ukulele or other musical instruments (3 broken agreements) will result in loss of privileges for the quarter or as determined by the Head of School.**
- **Any damage that is determined to be caused by intentional mistreatment of the musical instrument or horseplay will result in a fine to repair or replace the damaged instrument.**

SPECIAL POPULATIONS

Many teachers at Ho`āla use a variety of teaching methodologies. These serve to include different

learning styles and create engaging lessons. For example, in any class, teachers create lessons that include writing and reading assignments, hands-on activities, individual projects, group projects, partners, etc. This variation in instruction can aid in reaching students with different learning styles.

At Ho'āla, learning disabled or students with special needs are considered on a case-by-case basis. Families seek outside agencies for testing, diagnosis, and recommendations for accommodations. In class, teachers use this information and accommodations provided by the outside organization. Recommended testing centers and specialists are available upon request.

Teachers use student records to determine any challenges in learning. Family conferences have also been successful in creating special agreements for students. At the end of every school year, teachers can assign recommendations and requirements for students to complete over the summer. These include tutoring, testing, counseling where completion of the requirements is necessary for the student's return to our school.

The small setting that Ho`āla provides makes it easy to notice students with special needs. With the small class sizes, teachers can work individually with students that require more assistance. Teachers are also active in finding additional tutoring for their students.

ADMISSIONS

Ho`āla has a rolling admission policy and accepts applications year-round. To apply to Ho`āla School, please follow these guidelines:

Call to arrange a campus tour and meeting with the Director of Admissions or Chris Campisano, Ho`āla's Head of School.

Submit application materials, including all teacher references. The application fee is \$50. Application materials may be requested by phone or downloaded from our website at www.hoalaschool.org.

Set a date for placement testing for your child(ren). The testing visit includes observation of time spent in the classroom as well as an academic assessment.

Await acceptance letter, sent approximately two weeks after testing. For those students not accepted into our program, an explanation will be provided either by phone or in-person.

New Students:

All students new to Ho`āla School (except Kindergarten students) must obtain a transfer/release card from their former school. Parents need to send or bring the transfer/release card to Ho`āla School so we can arrange to have your child's school records forwarded to us.

Health Requirements: A Form 14 card may be obtained from your child's former school or personal physician and must be current on all requirements from the Hawaii Department of Health (HYPERLINK - <http://doe.k12.hi.us/register/schoolhealthreqts.htm>).

TUITION ASSISTANCE

Financial Aid is available. Application materials are provided upon request after a contract has been signed.

FINANCIALS

Upon acceptance into Ho`āla School, a non-refundable deposit is required for each child which is due on the first of May or August for students enrolling over the summer. This deposit will be deducted from the total tuition cost that will be owed.

There are 3 Payment Plans that families may choose from:

- Plan 1 – One (1) payment of complete tuition price prior to the start of school (discount applies for tuitions paid as one lump sum)
- Plan 2 – Three (3) payments on the first day of the following months: August, November, and February
- Plan 3 – Ten (10) payments on the first day of each of the following months: August – May

Tuition Discounts are given for the following:

- Plan 1 of the Payment Plan;
- Paying New Year deposit early;
- Enrolling siblings; and
- Referring outside families to Ho`āla School (discount applied after outside family signs contract).

Late Fees

There will be a late payment fee of \$25 for any payment that is more than 10 days after the due date. Consistent late payments, at the discretion of the school, may necessitate that all further tuition payments be made in full and in advance.

Nonpayment Disenrollment

Late payments that are 30 or more days past due may result in a child's disenrollment. If disenrollment of a child occurs in this manner, the parent's may re-enroll after paying a re-enrollment fee. Additionally, all tuition and fees for the balance of the school year will become immediately due and payable.

Financial obligations are the responsibility of the student's parent or guardian as stated on How`āla Schools Contract for Education Services. Parent's obligation to pay the tuition for the full academic year is **unconditional**.

Fulfillment of Financial Obligations

No official transcripts, record, or report card will be released until all tuition and fees have been paid in full.

Full -Time Faculty and Staff

Christopher J. Campisano - *Head of School* (chris@hoalaschool.org)

Lilette Subedi – *Administrative Assistant/Math Instructor Grades 6-8* (lilette@hoalaschool.org)

Carolyn Brown – *Kindergarten Teacher* (carolyn@hoalaschool.org)

Lori Fukuoka – *Teacher, Lower School* (lori@hoalaschool.org)

Annie Hoadley – *Teacher, Upper School* (annie@hoalaschool.org)

Part -Time Faculty

Jef Fern, *Facilitator for Parent-Teacher Study Group and Current Board Member* (jef@hoalaschool.org)

Tina Markel – *K-8 Art and Drama Teacher* (tina@hoalaschool.org)

Arthur Stephano – *K-8 Music Teacher* (arthur@hoalaschool.org)

Mickie Hettema – *Ho`āla Plus, After-school Care* (mickie@hoalaschool.org)

Sammie Flores – *Ho`ala Plus, Before-school Care*

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