

Ho`āla School Handbook

Grades K-5 2011- 2012

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HO`ALA SCHOOL

OUR SCHOOL AND THE HISTORY OF HO`ALA

Ho`ala, in Hawaiian, means “awakening.” 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 respected.

Our Founders

Ho`ala 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 20 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`ala currently serves students in grades K-12, 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`ala School. 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 communicate effectively and participate fully in life. Though Ho`ala is not affiliated with any particular religious tradition, development of spiritual values is integral.

Our Campuses

Ho`ala is located on two campuses in Wahiawa. The elementary campus shares its location with the Wahiawa Hongwanji on California Avenue. The upper campus is located at the end of Lehua Street.

Our Accreditations

Ho`ala is fully 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) and the Interscholastic League of Honolulu (ILH). The school is governed by an independent Board of Directors and is established as a non-profit corporation.

Our School of Character Education

Ho`ala School has received national recognition by the Character Education Partnership as one of the 19 finalists in the National Schools of Character Awards. Our sister school, River School, in Napa Valley shares our philosophy and practices. We are partnered in a shared vision and improving education for our communities, nations, and planet.

SCHOOL MISSION & PHILOSOPHY

The mission of Ho`ala 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

To educate students by providing a solid academic foundation in an environment in which children live healthy, happy and self-expressive lives while learning to be responsible, respectful, resourceful and responsive;

To make this program available to children of diverse ethnic, socio-economic and financial backgrounds;

To 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 surrounding communities through continued emphasis on Service Learning, Ho`ala Parent-Teacher Study Groups, and Financial Aid Programs.

Ho`ala 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`ala is about awakening to those parts of ourselves that require acknowledgement, personal growth, healing and new learning. Being at Ho`ala 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`ala'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 solve problems, to discuss, 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. Ho`ala students are treated as important, valuable and equal in 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, and mission and student profile. The 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 R's: Responsibility, Respect, Responsiveness, and Resourcefulness**. Within each "R" are attitudes, behaviors, and skills that Ho`ala 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/ making decisions that are rightly yours to make

Understanding and acknowledging one's own power in matters

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 needs of others and responding

Happy with who one is in relationship with others

Connected with classmates, family, and world

Interacts with others in appropriate measures of cooperation, collaboration, and leadership

Treats others and environment with respect

Sees the mystery and magnificence of the world

Seeks to understand the facts *and* the context

Values spiritual / cultural practices of self & others

Forgives others

Speaks and writes effectively and listens with understanding

Grateful

Works well in groups - contributes fairly & 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

ACHIEVING STUDENT LEARNING OBJECTIVES

“Awakening of the Self”

Ho`ala is about awakening ourselves to a “new” vision of education where students take personal responsibility for their learning. As the adult community serving children, Ho`ala is about awakening to those parts of ourselves that require acknowledgement, personal growth, healing and new learning. Being at Ho`ala 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.

It is our goal to create caring communities where students attend to those around them in a compassionate, loving atmosphere. Teachers are natural, genuine, and competent. For some students their teacher will be the one adult in their life that believes in them so that they can resist the pull towards negative choices.

"The most fundamental trait of persons of good character is that they take people seriously as persons Teachers and other school personnel best promote dispositions in students to take people seriously as persons by taking students themselves seriously as persons."

Steven Tignes: The Character Education Manifesto (1999.)

Ho`ala students are treated as important, valuable and equal in regards to the quality of respect shown to them by the entire adult and peer community. Both academically and socially, their experience is taken seriously. As a result, they more often will treat those around them with equal respect.

From Middle school on, the signs of rebellion and individuation typical of this age group may be present. It is Ho`ala's intent that there are few examples of overt or covert hostility and many more instances of collaboration.

Discipline that Supports Character Education

Ho`ala is not about controlling student behavior. It is about developing in young people the awareness and understanding as to “why” they need to act kindly, fairly, and responsibly. Ho`ala strives to teach children the social and emotional skills they need in order to nurture these ways of being in their lives.

It is not enough to say we want our students to be responsible. We must have policies and procedures in place that encourage the students to move toward this ideal vision.

Furthermore, as adults, we must work as a cohesive group employing the same practices and interactions with one another that we ask the students to practice.

“When a school is peopled by adults who are themselves exemplars of care and responsibility, the students will come to trust them and accept their guidance.”

Linda Inlay, River School Principal (2004)

In order to gain student agreement, teachers need to be aware of the behaviors we practice daily...both in front of and behind the students. In our classrooms, we must “consider the student’s voice.” First, we ask them for their thoughts, and then we work to let them know we hear them and value what they say. We model respectful behavior and at the same time help them develop trust. This method of considering the student allows teachers to guide students with reason and persuasion rather than with coercion. This trust opens the students to moral teaching or character education.

Human Beings Are Decision- Makers

They grow and develop a sense of purpose, responsibility, and significance when they are allowed to make decisions for themselves. Often times when adults see a child move towards making a poor choice or one deemed dangerous they often step in to protect, divert or in some way stop the “bad” play. Often this action results in removing the opportunity for decision making from the child, thereby reducing the opportunity for learning and instead the child learns that they are not capable, trusted or respected.

As teachers, we may feel the need to remind students who do not do their assignments on time to do them. By acting as the child’s memory, we are eliminating the skill they need to develop in themselves of being responsible for their own work. In order to feel good about ourselves and not feel bad for having to give a low grade, or for feeling as if our student’s grades are a reflection of us, we hound them. This is a no win situation. Our students need for us to be confident about who we are. If we are doing our job to the best of our ability and doing everything we can to touch our students then, when students begin to act out or make choices that may result in negative consequences for them, we let them have them. We are there to support them by giving them opportunities to reflect on what they are doing and how it is or is not serving them. We offer them time to decide on a plan to help them “make right” what went wrong.

Mistakes are Great Things

Mistakes teach us what we don’t want to do again. They give us feedback about what does not work. We may need to keep making the same mistake repeatedly in order to finally get it. At Ho`ala making mistakes is how we learn. Like learning any new skill, riding a bike, swimming, skiing, driving, they all require practice, all will entail making mistakes. With support and practice eventually, we will learn, be competent, and feel great about ourselves because we overcame our obstacle.

All choices lead to growth. Intimidation, fear tactics, shame, blame, humiliation only serves to make learning more difficult for the child. We want to give children the message that everyone makes mistakes and that what is important is that we learn from them. All decisions lead to consequences, some more positive than others do. The most important thing is to take time to reflect on them. When a mistake has been made, it is essential that one: Acknowledge that you did it, don’t lay blame, or justify actions.

Clean up the mess, apologize for any harm you may have caused.
Ask how you could make things right...listen for the answer.
Accept the consequences; agree to do what has been asked (if you can).
Learn from the mistake.
Forgive yourself for making the mistake.

Neutrality

When adults are invested in their students' success, we are sometimes apt to get emotional towards our students' choices. We want them to have it more together, we think they know better, or we take personally what the child has said to us. When adults express negative emotions due to our preferences not being met, we create reactions rather than allowing for independent decisions. In other words, we get into a power struggle. When we experience intimidation or fear, we are likely to pull back in the other direction rather than weigh out the factors and make a conscious decision. Our negative reaction gives way to their negative reaction and the cycle begins. It is important to offer students choice DEVOID of emotional weight. Neutrality in tone, facial expression, and wording serves to reinforce the assumption that each person truly is responsible for his or her own choices. A student's choices need not "hook" us.

When adults give children too much latitude in the decision-making process with parameters that are too wide, it generally results in an atmosphere of chaos and disrespect. When adults set limits for children that are too confining, there is usually an atmosphere of control, resentment, and sometimes rebellion. We convey respect by making appropriate choices for ourselves and not making choices for others that are theirs to make.

Boundaries

Limits are like fences around the playground. They provide a parameter within which children can feel safe and explore. The trick is that as children grow, they naturally want to expand the boundary. The more adults pre-determine the various levels of decision-making, and ensure that there are appropriate consequences in place ahead of time, the better armed they will be for children's continual pressure to expand the parameters.

Choices = Logical Consequences

The school sets educational and behavioral standards and the student can choose how much of this they want to receive. The student has daily opportunities to choose. A student who does not wish to learn or participate on any given day cannot disrupt or disrespect the class. The adult must define the limits of the choices such that the safety and opportunity to learn for all other students is not compromised. A student who does not fulfill their school service agreement can expect not to be allowed to attend any extra-curricular activities or social events. Students cannot choose to harm themselves or others, to harm the school premises or to disrupt the learning environment. These are beyond the limits of the safety zone.

THE AGREEMENT SYSTEM

The Agreement System teaches students to be responsible for and conscious of their own choices and their own behavior. Unlike many discipline systems, which use fear or intimidation to shape behaviors, it is designed to raise awareness of how one's actions affect self and others.

At the foundation of the Agreement System is a set of expectations established prior to the beginning of the school year. Students commit to living up to the expectations or adhering to the consequences when they do not.

The Ho`ala School Agreements

I agree to support the learning situation so that teachers can teach and students can learn.
I agree to accept the reminder of the teacher or an order to go to login quickly and quietly.
I agree to do nothing that could possibly harm or disrespect self, others, or school.
I agree to be in class during class time and within boundaries at all times.

How the Agreement System Works

When a student breaks an agreement, the teacher reminds without judgment or humiliation. When a student has broken an agreement, the teacher will tell he/she that they need to “login”, where he or she is expected to quickly and quietly fill out a “yellow slip” recording the broken agreement, log it into the logbook, and return to class. The student then gives the yellow slip back to the teacher, who subsequently turns it over to the student’s homeroom teacher for record keeping purposes. If it is the third login of the day, the student may be asked to remain in the office or another classroom for the rest of the period when it seems he/she cannot handle being in class. If the student does not feel the login was fair, that student can contest it with the teacher privately or in a scheduled conference with another adult facilitator at a later time.

**Note: This is a developmental process thus K-1 students will be trained by their teachers and classroom aide to learn the required procedures. They will be guided and supported through the process until they are able to manage it on their own.*

Ho`ala School **Elementary Agreement System by Grade Level**

Kindergarten

The main concept of the Agreement System at the K Level is to introduce the students to the system of tracking their own log-ins by completing a simplified version of a Log-In sheet.

Kindergarten:

A two-week “trial period” will begin after students have discussed the procedures of the agreement system with the teacher at the beginning of each school year. This will allow students to practice and become familiar with the agreement system procedures.

The Kindergarten Log-In Binder will consist of blank Log-In sheets and a tab for each student to file his/her completed Log-In sheet(s). During each semester, the layout of the log-in sheets will vary slightly.

During the 1st semester (after the trial period) each student will have his/her own Log-In sheet filed under his/her name in the log-in binder. Students will write their name and the date for each reflection due to Possible Harm. The teacher will record the reason for the Possible Harm. Students will accumulate Log-Ins per calendar week and the process will begin anew each week.

During the 2nd semester students will write their name, the date, and circle the reason for the Log-in from a list of picture choices (3 Reminders, Out of Area, Harmful Words, Physical Harm, or Other). Students will accumulate Log-Ins per calendar week and the process will

begin anew each week.

For multiple Log-Ins, students have a graduated system of consequences.

3 log-ins per week: Informational letter (also referred to as the “Third Broken Agreement Letter to Parents”) is sent to home. The letter must be signed and returned to the homeroom teacher the next school day.

6 log-ins per week: Informational letter (also referred to as the “Sixth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete a 10-minute reflection/service during his/her next recess. The student will also bring his/her log-in sheet and a reflection letter when meeting with an administrator to discuss behavioral patterns, goals and a plan for success.

9 log-ins per week: The homeroom teacher will contact parents to set up a meeting. A conference between the student, parents and teacher will be held to discuss broken agreements, patterns in behavior, and set goals for future success. Additional home and/or school consequences may be established during the conference. In addition, the student will complete a 15-minute reflection/service during his/her next recess.

First Grade

A two-week “trial period” will begin after students have discussed the procedures of the agreement system with the teacher at the beginning of each school year. This will allow student to practice and become familiar with the agreement system procedures.

The 1st grade Log-In Binder will consist of blank Log-In sheets and a tab for each student to file his/her completed Log-In sheet(s).

During the 1st semester (after the trial period) each student will have his/her own Log-In sheet filed under his/her name in the log-in binder. Students will write their name, the date, and place a checkmark to indicate which agreement was broken: Out of Area, 3 Reminders, Respect, Possible Harm, Unprepared, or Other. Students will accumulate Log-Ins every two calendar weeks and the process will begin anew every two weeks.

During the 2nd semester Students will write their name, the date, and place a checkmark to indicate which agreement was broken: Out of Area, 3 Reminders, Respect, Possible Harm, Unprepared, or Other. Students will accumulate Log-Ins every two calendar weeks and the process will begin anew every two weeks.

For multiple Log-Ins, students have a graduated system of consequences.

3 log-ins per two weeks: Informational letter (also referred to as the “Third Broken Agreement Letter to Parents”) is sent to home. The letter must be signed and returned to the homeroom teacher the next school day.

6 log-ins per two weeks: Informational letter (also referred to as the “Sixth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete a 15-minute reflection/service during his/her next recess.

9 log-ins per two weeks: Informational letter (also referred to as the “Ninth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete a 20-minute reflection/service during his/her next recess. The student will also bring his/her log-in sheet and a reflection letter when meeting with an administrator to discuss

behavioral patterns, goals and a plan for success.

12 log-ins per two weeks: The homeroom teacher will contact parents to set up a meeting. A conference between the student, parents and teacher will be held to discuss broken agreements, patterns in behavior, and set goals for future success. Additional home and/or school consequences may be established during the conference.

Second and Third Grade

The main concept of the Agreement System at the 2nd – 3rd grade level is to help students adjust to tracking Log-Ins over extended periods of time (eventually building up to one month) and to enroll students in taking more responsibility for their actions by becoming more involved in choosing their form of community service.

A one-month “trial period” will begin after students have discussed the procedures of the agreement system with the teacher at the beginning of each school year. This will allow student to practice and become familiar with the agreement system procedures.

Students no longer receive reflections at this level and beyond unless the teacher feels that a brief removal from the class or activity will support a resolution.

The 2nd - 3rd Grade Log-in Binder will consist of blank Log-In sheets and a tab for each student to file his/her completed log-in sheet(s).

During the school year (after the trial period) each student will have his/her own Log-In sheet filed under his/her name in the log-in binder. Students will write their name, the date, and place a checkmark to indicate which agreement was broken: Out of Area, 3 Reminders, Respect, Possible Harm, Unprepared, or Other. Students will accumulate Log-Ins every calendar month and the process will begin anew every month.

For multiple Log-Ins, students have a graduated system of consequences.

3 log-ins per month: Informational letter (also referred to as the “Third Broken Agreement Letter to Parents”) is sent to home. The letter must be signed and returned to the homeroom teacher the next school day.

6 log-ins per month: Informational letter (also referred to as the “Sixth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete 20 minutes of school service during his/her own time (e.g., before/after school, recess, free choice time, etc.). Students are responsible for finding/choosing service opportunities.

9 log-ins per month: Informational letter (also referred to as the “Ninth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete an additional 25 minutes of service during his/her own time (e.g., before/after school, recess, free choice time, etc.). Students are responsible for finding/choosing service opportunities. The student will also bring his/her log-in sheet and a completed reflection letter when meeting with an administrator to discuss behavioral patterns, goals and a plan for success.

12 log-ins per month: The homeroom teacher will contact parents to set up a meeting. A conference between the student, parents and teacher will be held to discuss broken agreements, patterns in behavior, and set goals for future success. Additional home

and/or school consequences may be established during the conference.

Fourth and Fifth Grade

The main concept of the Agreement System at the 4th – 5th grade level is for students to have a firm understanding of the agreement system and be able to navigate the procedures fluently as they prepare to make the transition into middle and high school.

A one-month “trial period” will begin after students have discussed the procedures of the agreement system with the teacher at the beginning of each school year. This will allow student to practice and become familiar with the agreement system procedures.

The 4th - 5th Grade Log-in Binder will consist of blank Log-In sheets and a tab for each student to file his/her completed log-in sheet(s).

During the school year (after the trial period month) each student will have his/her own Log-In sheet filed under his/her name in the log-in binder. Students will write their name, the date, and place a checkmark to indicate which agreement was broken: Out of Area, 3 Reminders, Respect, Possible Harm, Unprepared, or Other. Students will accumulate Log-Ins every calendar month and the process will begin anew every month.

For multiple Log-Ins, students have a graduated system of consequences.

3 log-ins per month: Informational letter (also referred to as the “Third Broken Agreement Letter to Parents”) is sent to home. The letter must be signed and returned to the homeroom teacher the next school day.

6 log-ins per month: Informational letter (also referred to as the “Sixth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete 25 minutes of school service during his/her own time (e.g., before/after school, recess, free choice time, etc.). Students are responsible for finding/choosing service opportunities.

9 log-ins per month: Informational letter (also referred to as the “Ninth Broken Agreement Letter to Parents”) is sent home. The letter must be signed and returned to the homeroom teacher the next school day. In addition, the student will complete an additional 30 minutes of service during his/her own time (e.g., before/after school, recess, free choice time, etc.). Students are responsible for finding/choosing service opportunities. The student will also bring his/her log-in sheet and a reflection letter when meeting with an administrator to discuss behavioral patterns, goals and a plan for success.

12 log-ins per month: The homeroom teacher will contact parents to set up a meeting. A conference between the student, parents and teacher will be held to discuss broken agreements, patterns in behavior, and set goals for future success. Additional home and/or school consequences may be established during the conference.

K-5 SERVICE REQUIREMENTS

Under these agreements students are required to track their own service hours. They are responsible for communicating with their homeroom teacher upon completion of their service obligation.

Students will be unable to participate in lunch recess, extracurricular school activities, or field trips until their service obligation is completed.

Please Note: The recommended consequences may not be appropriate/effective for all students. Administration and faculty reserve the right to form individual agreements with students and find more effective consequences if necessary. Faculty also may adjust service requirements and the time frame/increments at which letters are sent home to better suit the dynamics of each class.

Ho`ala School

Kindergarten Log-In Tracking Sheet

1st Semester – Tracking Possible Harm (Per Week)

.....
.....

Name: _____ Date:

Behavior (completed by teacher):

.....
.....

Name: _____ Date:

Behavior (completed by teacher):

.....
.....

Name: _____ Date:

Behavior (completed by teacher):

.....
.....

Ho`ala School

Kindergarten Log-In Tracking Sheet

2nd Semester – Tracking Log-Ins and Identifying Reason (Per Week)

.....
.....

Name: _____ Date:

Out of Area

Harmful Words

Physical Harm

Three Reminders

Other

.....
.....

Name: _____ Date:

Out of Area

Harmful Words

Physical Harm

Three Reminders

Other

.....
.....

9.											Y/N	
----	--	--	--	--	--	--	--	--	--	--	-----	--

If you get 9 Broken Agreements: Please tell your homeroom teacher and fill out a “Number 9” letter. Take it home, have your parents sign the letter and return it to your homeroom teacher the next school day.

You must contact and set up a meeting with an administrator the day of your 9th broken agreement. You must bring this log and a completed “9th Broken Agreement Reflection” with you to analyze your broken agreements and create a plan.

You will also need to complete 20 minutes of reflection/service at school during your next lunch recess. You will be unable to participate in any extracurricular school activity until the letter is signed and returned and your reflection/service is completed. If you wish to arbitrate any Log-In, you must set up the arbitration within 24 hours or the Log-In automatically stands. It is your responsibility to ensure that the arbitration happens.

Date 9th letter went home: _____ Date returned with signature: _____

Date I contacted an administrator: _____ Date we met: _____

Choose one: SERVICE or REFLECTION Teacher Notes/signature: _____

Homeroom Teacher’s Signature: _____ Date: _____

# of Log-Ins	Date	Out of Area	Unprepared	Respectful	Possible Ham	3 Reminders	Other	Behavior	Log-In given by:	Arbitrate?	Teacher Initial
10.										Y/N	
11.										Y/N	
12.										Y/N	

If you get 12 Broken Agreements: You must notify your homeroom teacher immediately. He/she will call home to notify your parents and set up a conference. Additional school/home consequences may be discussed during the conference. Depending on the severity/frequency of the situation a parent may be asked to shadow you at school for one day. If you wish to arbitrate any Log-In, you must set up the arbitration within 24 hours or the Log-In automatically stands. It is your responsibility to ensure that the arbitration happens.

*Date of parent conference: _____ Homeroom Teacher’s Signature: _____

Notes/Agreements/Consequences:

Kindergarten	6 broken agreements- 10 minutes of service or reflection. Your teacher will help you find/choose service opportunities.	9 broken agreements- 15 minutes of service or reflection. Your teacher will help you find/choose service opportunities.
1st Grade	6 broken agreements- 15 minutes of service. Your teacher will help you find/choose service opportunities.	9 broken agreements- 20 minutes of service. Your teacher will help you find/choose service opportunities.
2-3rd Grade	6 broken agreements- 20 minutes on your own time. You are responsible for finding/choosing service opportunities.	9 broken agreements- 25 minutes on your own time. You are responsible for finding/choosing service opportunities.
4-5th Grade	6 broken agreements- 25 minutes on your own time. You are responsible for finding/choosing service opportunities.	9 broken agreements- 30 minutes on your own time. You are responsible for finding/choosing service opportunities.

Service Ideas: Help a teacher clean his/her classroom, clean up the school (pick up litter, sort recycling, etc.), help out in the office, clean up the lunch area, help with custodial tasks (sweeping, taking out trash, etc.), help with gardening needs (watering, weeding, etc.).

Students must complete service before they may participate in any extra curricular activities at school.

HO`ALA ELEMENTARY SCHOOL (GRADES K – 5)

SCHOOL POLICIES & PROCEDURES

Office Hours:

The school office is open from 6:30 a.m. to 4:00 p.m. on all days that school is in session.

School Hours:

School starts at 7:45 a.m. K – 12th grade. Prior to 7:30 K - 6th grade students should go directly to Ho`ala Plus for early morning care, which starts at 6:30 am.

School dismissal:

K - 5: every day at 2:30 p.m, except 1:00 on Wednesdays

(6th - 12th: Mondays and Fridays: 2:40 pm,
Tuesdays and Thursdays: 3:20 pm
Wednesdays: 1:10 pm)

Before School Drop-In Care is available for K-6 students beginning at 6:30 a.m.

Late Pick-Up: All K-6 students are automatically placed in drop-in care at Ho`ala Plus if they remain on campus more than 15 minutes after the end of the school day. The rate is \$5.00 per hour with a 1-hour minimum charge. If you need drop-in care, please call the office in advance.

First Day of School:

***PLEASE NOTE THAT ALL PAPERWORK, RELEASE FORMS AND HEALTH CARDS
SHOULD BE IN AND ALL FEES CURRENT
BEFORE THE FIRST DAY OF SCHOOL.**

Arrival:

K- 5 students: Report to the courtyard at the Lower Campus (7:45 a.m.)

6-12 students: See Registration Day in HS handbook

First Day Gathering for Parents: This begins at 7:45 a.m. in the Lower School Auditorium where parents will meet with the Head of School and staff. At this gathering, we share coffee, camaraderie, and a moment of reflection regarding the beginning of a new year.

High School Registration for Classes: Begins at 9:00 a.m. Parents are welcome to accompany their children. See HS handbook for schedule.

There is no lunch period scheduled on 12:00 noon dismissal days, therefore, children are encouraged to bring a snack and a drink for snack time.

Dismissal:

K-12 students: 12:00 noon (there is no Ho`ala Plus After School Care)

Pick Up & Drop Off

Traffic in and out of the school at this time of day requires patience and caution as the safe arrival and dismissal of the students is of the utmost importance to us. The school has established a pick up and drop off routine, and this information will be made available at the parent orientation before the start of the school year.

Parking for Parents & Visitors

The School campus has ample parking. The following restrictions are for the safety of the students:

There should be *no parking along the office building* at any time of the day.

These restrictions allow for full visibility of students along the sidewalk during drop off and pick up.

Before & After School Care

The Ho`ala Plus K – 6 After School Program hours are 2:30 p.m. to 5:30 p.m. on Monday, Tuesday, Thursday and Friday. Wednesday hours are 1:00 p.m. to 5:30 p.m. Ho`ala Plus offers full and part time programs. Ho`ala Plus staff coordinate group activities, free play, field trips and daily homework support. An application packet is available in the office. Space is limited and applications are accepted on a first come, first served basis.

Before School Drop-Off begins at 6:30 a.m. There is a charge for early morning drop-off.

Attendance

Consistent attendance is critical for the academic growth of children and the development of sound attitudes toward learning. Parents are asked to make every effort to have their child attend school on a daily basis. Parents are required to call the Office at 621-1898 each day of their child's absence. If a phone call is not received by the Office, we will verify the absence by calling home.

Tardiness

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 tardy. When bringing a child to school late (any

time after 7:45 a.m.), parents are to escort their child to the office and sign them in. The student will then receive a tardy slip that they must give to their teacher in order to gain entrance into their class.

Leaving During School Hours

Parents are encouraged not to pick 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. If possible, please send a note at least one day ahead. The parent or authorized adult must first report to the Office to sign out the student. At that time, a member of our staff will bring your child to meet you in the office. Parents may not go directly to the classroom during school hours.

Office Telephone

It is important to keep the school phone lines open for school business; therefore, the Office phones are available to students on an emergency basis only. Calls for such things as homework, books, P.E. uniforms, lunches, etc. are not considered emergencies and will usually 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.

Getting Assignments When Absent

When a student is absent from school due to illness, the parent should call the Office to report the absence. Email or call the child's teacher to request the day's assignments.

Lunches/Snacks

The lunch period is at 11:45 a.m. Students have two options for lunch: bringing lunch from home or buying their lunch. Nutritional school lunches are provided to the school via a catering service. School lunch orders must be placed in advance; menus and information will be sent out each month and orders with payment must be received by the stated deadline for your child to receive catered lunches during the following month. No drink is provided with the lunch.

Children should have a snack and drink for morning recess at 9:50 a.m. Children who stay after school for the Ho`ala Plus Program should bring additional snacks and drinks.

School Books

All classroom textbooks and other school owned books are loaned to the students. All classroom textbooks should have book covers placed on them. It is expected that students will take responsibility for returning the books in good, reusable condition. Lost or damaged books are expected to be paid for by the student.

Birthdays

Children enjoy celebrating their birthdays at school. Please check with your child's teacher regarding classroom practice in this area. In general, if you wish to provide treats for your child's class, please keep them simple. Please make sure to provide any needed supplies (e.g. napkins, plates).

Cell Phones

Students may not carry their own cell phones during the school day. Cell phones need to be turned off, unseen and not used except after school.

Cell phones will be kept in the office until the end of the day if the above conditions are not met.

Valuables

It is recommended that students do 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 & Found

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

Solicitation

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

COMPUTER & INTERNET USE POLICY

Ho`ala 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.

Please read the following Terms and Conditions. Your signature on the page following this section indicates that you understand, accept, and intend to abide by Ho`ala Schools Computer & Internet Policy. Failure to comply with these Terms and Conditions will result in loss of computer and Internet access privileges.

Terms and Conditions

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

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`ala School's technology department.

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

HO`ALA SCHOOL K - 5 DRESS CODE

With enrollment in Ho`ala School, students, teachers and parents agree to accept and support the Ho`ala uniform agreements. These agreements will be enforced from the time students come on campus until they leave campus at the end of the school day. All students are expected to wear approved Ho`ala School uniforms (this includes physical education clothing) each day, and the items must be obtained from the designated supplier – Campus Creations.

Tops: Short sleeve, polo shirt any color, with Ho`ala logo, from Campus Creations only. Sleeves should be worn unrolled. T-shirts worn under the uniform shirt may be exposed at the neckline only. Collars should be worn folded down and the bottom button should be remained buttoned throughout the day.

Bottoms: Khaki color from Campus Creations only.
Girls – walking shorts, slacks, skorts, skirts or jumpers.
Boys – walking shorts or slacks.
Note: Shorts, culottes and skirts must be at least mid-thigh in length. Mid-thigh is defined as the spot on the thigh to which the fingertips point when the arms and fingers are fully extended at one's side. No rolled-up shorts at waist or hems permitted.
No extra-large, low riding shorts or pants are allowed; pants must be worn at the waistline. Bottoms that are not appropriately fitted securely at the waist must be worn with a belt.

Footwear: Any style low-heeled closed shoes with rubber soles are permitted.

Should be conservative in color and style and in good repair. Shoes with laces must be laced securely at all times. Plain white socks with no logo, stripe or lace. Socks must be visible above the ankle: low cut socks are not permitted. No sandals, open back crocs, boots, heels, light up shoes or slippers are allowed.

Cold

Weather:

Options for cold weather include: jacket, sweatshirt, sweatpants or windbreaker with no logo, etc. except Ho`ala logo from Campus Creations. Jackets, sweaters, sweatshirts and sweatpants should not be excessively oversized. Plain sweaters and sweatshirts may also be worn without any logo in white, navy blue or maroon. No denim or corduroy.

Physical

Fitness:

P.E. uniforms are required and may only be purchased from Campus Creations: maroon T-shirts and pants. Sweatpants may be purchased from Campus Creations with Ho`ala logo for cold weather days. P.E. shorts must be worn under sweatpants. Only the above listed cold weather wear is admissible with P.E. uniforms. Students must wear his/her P.E. uniform to school on scheduled days. Sunscreen, sunglasses, hats and water are recommended for P.E. classes.

Uniform

Regulations:

Neatness, cleanliness, modesty, and good taste are qualities expected of Ho`ala students. Extremes in haircut/style/color, make-up and jewelry are not permitted. Boys' hair should be trimmed neatly. Girls'/boys' hair should not hang in their eyes and should be a color that looks natural on them or does not stand out. Any questionable style of makeup, hair or jewelry must be cleared through the assigned faculty personnel beforehand.

Writing/drawing on body or temporary tattoos are not permitted.

Ho`ala's school uniform policy sets specific guidelines for dress that each student is expected to follow. If a student chooses to arrive to 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.

If your child must be without his/her uniform through no fault of his/her own, a parent's signed note must be delivered to the homeroom teacher in the morning.

*Parents must sign and return the Ho`ala Uniform Agreement Form affirming that you have read, understand and have discussed these agreements with your child/ren.

Friday Free Dree or "Special Day" Guidelines

Shoes – low heeled (no more than 1") must be worn. Sandals with back straps are permitted. No slippers or platform footwear. Socks must be worn with sport shoes.

Clothes must be clean and appropriate for school. "Play clothes," sports uniforms and clothes that are

worn, stained and /or appropriate as beach attire (except for boys “surf” shorts) are not permitted. Regular (collar-less) t-shirts may be worn. Shirts for boys and girls must be somewhat loose fitting. Muscle t-shirts (abbreviated sleeves or shortened lengths) or garments with bare midriffs or waistlines, mesh t-shirts or t-shirts that advertise alcohol, drugs, violence or other inappropriate messages are not acceptable (i.e. guns or similar type). Shirts must be long enough to allow students to raise their arms without exposing midriff. Tank tops, tube tops, strapless, low-cut tops or garments with sun straps or “spaghetti” straps may not be worn. Only collared sleeveless blouses may be worn provided they are not cut in from the outer corner of the shoulders. Undergarments must remain unseen.

Form fitting or spandex tops or bottoms are unacceptable unless they are covered by less form fitting garments (shorts, long tops or dresses).

Shorts, pants or slacks are to be somewhat loose in fit. Shorts or skirts are to be at least mid-thigh in length and loosely fit also. Mid-thigh is defined as that spot on the thigh to which the fingertips point when the arms and fingers are fully extended at one’s side. Swimwear/beachwear, or cut-off jeans are not permitted. Garments with fringed hems or holes (whether by design or due to wear) are also not permitted.

Hats and sunglasses may be worn on Fridays only, *except* P.E. days. Hats and sunglasses may not be worn in the classroom or in the hallways.

Extremes in haircut/styles or hair color, makeup and jewelry are not permitted. Students are to maintain hairdos which are neat and hair colors that fall inside the range of normal hair color and do not stand out on that person.

Earrings may be worn as long as they are not gaudy or unduly dangling. Jewelry or accessories may not be distracting, offensive, or dangerous. Writing or drawing on the body is not acceptable.

All books, backpacks, lunch pails, desks, lockers, etc. need to follow the same guidelines in words and imagery as #3 above for t-shirts.

Students whose dress does not fit Friday Dress Code must immediately change clothes or wear a cover-up.

*Parents must sign and return the Ho`ala Uniform Agreement Form affirming that you have read, understand and have discussed these agreements with your child/ren. Students may not participate in Friday Free Dress until their forms have been signed and turned into their homeroom teachers. Questions/concerns should be directed to the school office or through the student’s teacher.

STUDENT HEALTH AND EMERGENCY PROCEDURES

State Health Requirements

The Hawaii school attendance law requires that every child (preschool--grade 12) 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 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`ala 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 HYPERLINK "http://doe.k12.hi.us/register/schoolhealthreqts.htm" <http://doe.k12.hi.us/register/schoolhealthreqts.htm>.

Health Care/ First Aid

Ho`ala faculty and staff may administer medications. Scrapes and scratches will be cleaned by the student with water and have a bandage applied.

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. Unless the illness or injury appears to be in need of emergency help, the student will remain in the Office to wait for pick up by a parent or authorized person. If there are no obvious symptoms of illness and no objection by the parent, the student will be allowed to rest of 15 -20 minutes, after which time further assessment will be made as to whether to call the parent or have the student return to class.

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. Please keep this information current for the welfare of your child. If there are any changes, please notify the Office at 621-1898.

Emergency Procedures/Storm Procedures/Crisis Plan

Fire drills are conducted monthly. They 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 973-1540. If phone lines are down, keep tuned to radio stations for updates as Ho`ala School notifies all radio stations of such

information.

Should there be a catastrophic event, Ho`ala would 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 safety.

Contagious Conditions

Parents can help control outbreaks of contagious conditions such as flu or head lice. It is important that children be kept home when they are ill and infectious, so that they do not expose others. 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 621-1898 if you wish to contact a teacher. The office staff will take your message and the teachers will endeavor to return phone calls as quickly as possible but generally not during the instructional day. For an appointment with the Head of School, Linda Turnbull, or any other teacher, you may also call the Office to schedule a time.

E-mail – all school personnel at Ho`ala have their own e-mail address. Please see the contact information in the handbook or the Ho`ala School Family Directory that is distributed in September for staff email addresses.

E-mail Protocol – The following guidelines have been created in order to foster appropriate and efficient e-mail communication between parents/students and teachers and teachers and parents/students:

Know your teacher's e-mail policy. Each teacher will explain, at the September Open House, communication protocols specific to their class.

E-mail is best used for a quick question or to convey general information, not a complicated issue. If the content of your e-mail is confidential, health-related, or time-sensitive, use an alternate means of communication as specified by your classroom teacher.

Parent Orientation – usually held during the evening about a week before the beginning of school, this meeting introduces families to the teachers and staff of Ho`ala. Parents are presented with a general overview of the school and are given the opportunity to learn about key components of Ho`ala's philosophy on character development.

First Day Parent Coffee & Gathering – This gathering is held on the first day of school in the Auditorium shortly after the students arrive in the morning. Parents will meet with the Head of School and share coffee, good camaraderie and a moment of reflection regarding the beginning of a new year.

Open House – Early in the school year, the faculty host the parents of their students for an Open House, held two to three weeks after the start of school. At the Open House, the teachers present an

overview of the academic program for the year in that grade or subject. This night is an opportunity to meet other parents and ask questions about the curriculum, teaching strategies, field trips or other topics related to each class for that year.

Parent Study Groups – Ho`ala'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`ala parents commit to attend a series of workshops where they consider ways in which to successfully support their children's emotional and intellectual development.

Ho`ala Parent Workshops are held each semester. Topics include:

Session I The Agreement System-Effective Discipline

Session II Seeing Children's Behavior and Needs

Session III Nurturing Children's Real Needs

Session IV Avoiding Unwanted Behaviors

Session V Applying it to Academics

There will also be a number of special days or events during the school year when parents are especially 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 are Ho`ala Gatherings, PTSO sponsored family events, and Lei Day. We look forward to having all parents share those special times with us at Ho`ala. Ho`ala's Parent Teacher Study Group received a Promising Practice Award from the National Schools of Character 2010.

ACADEMIC POLICIES AND PROCEDURES

Needs Notices

Needs Notices are mailed home half way through each quarter to update parents of any challenges their child is having. This is an opportunity to receive feedback before the end of the quarter. Parents must sign receipt of the Needs 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, no notice will be sent home.

Conferences

Parent-student-teacher conferences are an important part of the school's connection to families. Formal conferences occur twice a year, typically in November and then again in April. Conferences at Ho`ala involve the teachers, parents *and* the student. The student leads the conference, with the support of their teacher, and discusses his/her strengths and challenges as it relates 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 November and April conferences, parents and teachers may request a conference at any time.

Progress Reports

Reports are sent home at the end of first and second semester. (January and June)

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.

Information will be sent home in advance of each individual field trip. The school expects every child will participate in all field trips taken by his/her class. 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 regular school uniform unless notified otherwise. Also, it is expected that students will conduct themselves according to general school rules, policies and expectations.

Assessment

The goal of assessment at the elementary level is to provide an understanding to the development of the child's thinking processes and acquisition of skills, while at the same time giving the teacher feedback on instructional needs. In order to provide the teacher and parents with a broad view of their child's growth and development a variety of assessment tools and techniques will be used.

Formative Assessment

These assessments will *inform* the teacher of a student's beginning level of knowledge in content areas (what students know and what they are able to do with a particular set of skills and core of knowledge). Formative assessments are designed to assist teachers in making instructional decisions concerning both individual children and the whole class. Formative assessments may be given either formally or informally.

Summative Assessments

Summative assessments will include more formal types of assessments such as end-of unit assessments and quizzes. These tests are designed to *evaluate* students' understanding of a particular concept or skill. The results of these evaluations may also be used to further customize future instruction.

Ongoing Assessment

These types of assessment are the heart of elementary evaluation. They are the informal types of assessing or "kid-watching." These types of assessment can include: anecdotal notes, observations of students working independently and in groups, interviews, student self-evaluations, checklists and interest inventories, practice workbooks and participation in discussions. On-going evaluation helps the teacher pace the instruction and *focuses on what students are able to do*, and how they go about doing it. This first-hand manner of assessing children is a valuable and significant component of a total assessment program.

Product/Portfolio Assessment

Student work is periodically collected and stored. These assessments are the tangible evidence of what students are learning. This may include work samples, group project reports, drawing, diagrams, and portfolios. Portfolios are a selective collection of student work *compiled over time* that exhibit an example of a particular skill, kind of writing, or an example of typical work from a certain time in the school year. Portfolios are important tools for developing self-assessment strategies

Student Self-Assessment

Students periodically reflect on their own abilities and attitudes. Through these self-assessments, students are able to evaluate their progress and determine what their strengths and challenges are. Self-assessment encourages students to set goals for themselves, in addition to analyzing and formulating a plan to achieve those goals.

Homework

Homework is an invaluable activity and an appropriate extension of classroom instruction.

Homework is an opportunity:

For the students to foster a positive attitude about learning

For the student to develop good study habits

For the student to develop responsibility

For the student to practice skills that have been taught in the classroom and to expand their level of curiosity.

For the student to 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

Be 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 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 it and stay out of the way. This is just a plan that has worked in the past and which 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.

The plan:

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

Start out with a short time – maybe 45 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 to 6 o'clock).

During study time, the child is required to study or read books: no drawing, comics, magazine, stereo, nap, etc.

Parent's Role:

Do not hover, but when passing by, do notice what is being done right & 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 work scores have improved. Let your child know that you will be doing that, and if work scores remain low then study time must be increased to support having enough time to get the work done. Increase study time by 15 minute intervals, but do not expand study time to more than 60 minutes for grades 3-4, 90 minutes for grade 5-7, or two hours 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 there to show you:

The work itself (not “I did it in class and turned it in,” or “I finished it and left it in my desk, 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 work scores, don’t be too quick to reduce the amount of study time, or to drop the plan. Keep 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`ala School’s goal is to foster learning in an intellectually stimulating environment. All members of the Ho`ala `ohana must accept the responsibility of creating and maintaining an atmosphere of freedom and trust. One of the purposes of Ho`ala’s emphasis on Character Education is to promote academic honesty on the part of students. Cheating and plagiarism cannot 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.

Likewise, students have their obligation to support academic honesty. Students who improperly share their thoughts and materials with others are just as accountable for their actions as those who receive that information.

Special Populations

Many teachers at Ho`ala 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, partner, etc. This variation in instruction can aid in reaching students with different learning styles.

At Ho`ala, learning disabled or students with special needs students 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 are necessary for the student's return to our school.

The small setting that Ho`ala 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.

Tutoring

Tutors for students struggling in reading and spelling are available for an additional fee. 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.

CURRICULUM

The curriculum for all elementary school grades includes the following subjects:

Language Arts (reading, composition, handwriting, spelling, and grammar, listening, speaking)
Math
Social Studies
Science
Art
Music
Physical Education
Connecting
Class Meeting
Nurturing
Spanish (grade 6)
Japanese
Homeroom

CONNECTING, CLASS MEETING, NURTURING CLASS, & HOMEROOM:

Connecting is a time for the homeroom teacher to meet with students in small groups or individually, in order to get to know one another better and talk about challenges and satisfactions. It is also a time when the teacher can facilitate communication between students and resolution of disputes. Each student "connects" with his or her homeroom teacher at least once every two weeks.

Class Meeting is a time when students meet to acknowledge one another for helpful or positive things, to plan class activities, and to discuss class problems. As the year goes on, students take more and more leadership of the class meetings. Class meetings occur weekly, sometimes during homeroom.

Nurturing Class is a time when students in the elementary grades (K-6) meet in mixed-grade groups to get to know one another and to interact in games, songs, and activities that explore and emphasize life-enhancing values and habits (for example, saying farewell to “I can’t.”). Nurturing class occurs monthly.

Homeroom occurs at the beginning and end of each school day. It is a time for sharing experiences, doing chores, hearing announcements and plans for the day, learning about life skills, and building community. The focus of the beginning-of-the-day homeroom varies. Mondays emphasize re-connecting with classmates. Other days emphasize topics such as class meetings, life skills, brain gym, inspiring stories, and community-building activities.

ART CLASSES:

Visual Art classes for grades K - 5 provide instruction in drawing, painting, clay work, sculpture, print-making and art appreciation. Experiences are based on the belief that when children participate in quality art experiences consistently, they grow to be creative adults who are able to think critically and react perceptively. Individual artistic expression is encouraged through development of the student's own artistic "voice" and means of visual communication.

This year's art experiences are based on "Artist's and their Art"- an exploration of masterworks and contemporary art forms and the intent and inspiration of the artist. Students will be exposed to, experiment with and practice techniques and ideas based on these forms to produce their own artistic interpretation.

MUSIC CLASSES:

Students at every elementary grade level attend weekly music class. Music classes at all levels focus on the following concepts and skills: rhythm and melody (from imitating to reading notation), harmony, movement (folk dances and expressive movement), listening (making pitch distinctions and recognizing styles and master works), valuing (understanding music's roles, and appreciating a variety of music), and creating (constructing variations and improvising). These concepts and skills are taught to each grade level as steps in a developmental continuum, from simple to increasingly complex.

Individual piano instruction is available after school to students at all levels.

KINDERGARTEN CURRICULUM:

Language Arts is taught throughout the day, every day. There are blocks of time specifically focusing on language arts. The blocks are about 45 minutes each. Typical topics include letter and sound recognition, writing capital and lower case letters, and kinesthetic and hand-on activities designed to support and reinforce reading and writing readiness. Student are read

to at least twice each day. They are invited daily to peruse a variety of illustrated books in the classroom. They are given activities to develop pencil grip and fine motor control. In the second semester, students are introduced to sight words and beginning and ending sounds (rhyming sounds). Effective communication and listening skills are encouraged and developed.

Math is taught daily. Students learn counting and number recognition. They learn shapes and measurement. They do sorting and pattern recognition. Initially, most activities are hands-on. As the year progresses, students do work in math workbooks. In the second semester, they begin to learn some basic addition and subtraction.

Social Studies and science are taught two to three times each week. In social studies, kindergartners learn about self and community. Students are encouraged to notice and express their own identity and traits, and to notice classmates'. They explore jobs in the community. They begin to develop map skills. The agreement system also gives students real experiences of social responsibility. Beginning to have homework responsibility also develops skills and awareness in this area.

In science, kindergartners learn about the environment, weather, living and non-living things, and what living things need.

Physical Education is taught twice each week by the P.E. teacher. Through games, dance, and most of all fun, students learn a variety of skills, which include following directions, building teamwork, listening, and developing large muscle motor skills.

FIRST AND SECOND GRADE CURRICULUM:

Language Arts is taught daily. In reading for first graders, the main focus is decoding and phonics. For second graders, it is building fluency and reading orally with expression. The main text is Literature Works. Students also read books from the classroom library, individually and in groups. Writing is done daily, following the Six Plus One Writing Traits program; students develop skills in word choice, organization, sentence fluency, voice, conventions (grammar/punctuation), ideas, and presentation. Handwriting is taught twice weekly, on a need basis. Cursive is introduced in the second semester. Spelling is taught with reading phonics, twice weekly. Grammar and usage are integrated in other language arts studies.

Math is taught daily. The main topics are addition, subtraction, and numeration. Depending on grade level, students will be learning addition/subtraction to 3-digit numbers, without and with regrouping. They will be learn telling time, money (coin identification and adding/subtracting money), measurement (customary and metric units of measurement), and geometry.

Social Studies and science are both taught in units. Social studies focuses on the family for first grade and communities in second grade. We will focus on how the students contribute to their families/communities and how communities function as a whole. We will also study particular groups of people, such as the Pilgrims and Native Americans, and learn how their communities functioned, while comparing them to the way we live today.

Science units will focus on studying various kinds of living things, such as plants,

dolphins, sharks, butterflies, frogs, and nocturnal animals. In these units we will learn what each needs to live, its habitats, and how it compares to humans. Other science units will examine simple machines and rocks and minerals.

Physical Education is taught twice each week by the P.E. teacher. Through games, dance, and most of all fun, students learn a variety of skills, which include following directions, building teamwork, listening, and developing large muscle motor skills.

THIRD AND FOURTH GRADE CURRICULUM:

Language Arts is usually taught for one or two periods each day. Grammar and usage are studied from textbooks, The World of Language (3rd grade) and English (4th grade), and Explode the Code (both 3rd and 4th grades). Spelling lists are assigned and tested each week. Spelling and vocabulary are reinforced with daily assignments and exercises. Reading is studied in reading groups, reading assigned books and responding in written assignments and group discussions. Students journal in class every day. They will be writing book reports and research papers for science and social studies. Third graders learn cursive handwriting; fourth graders focus on revising and rewriting.

Math is taught daily. Students use the SRA Math textbook, at either the third or fourth grade level. They study math “facts,” such as the times tables, using flash cards, games, and computer exercises.

The Social Studies curriculum for this year is Hawaiian Studies, taught by the Hawaiian Studies teacher.

In Science this year, third and fourth graders will study food chains and webs, plant and animal cells, and forces of nature.

Physical Education is taught twice each week by the P.E. teacher. Students learn basic skills of a variety of sports and are given opportunities to develop their strength and endurance. Full participation and good sportsmanship are emphasized.

FIFTH GRADE CURRICULUM:

Language Arts is taught six periods each week. Reading and writing skills are taught mainly during literature study, in which students read chapter books and write directed responses to their reading. Literature occurs twice each week. Composition is also taught during essay writing, usually once each week. Spelling is taught from spelling rules, from lists of commonly misspelled words, and from misspellings found in the students’ writing. Spelling quizzes or assignments occur weekly. Grammar structure is taught weekly using the Winston Grammar program. Usage is taught using Daily Oral Language materials and the students’ writing. Other language arts activities include listening to stories and doing word puzzles and games.

Math is taught daily. Students are placed in math groups based on pre-testing and their degree of success during their studies. Math groups are generally denoted by the texts they use: 5th grade, 6th grade, and pre-algebra.

Social Studies is taught three periods each week. Students learn map skills and geography. They study and discuss current events. Social studies curriculum for these grades alternates yearly between U.S. history and ancient history. This year fifth grade students are studying ancient history.

Science is taught two to four periods each week. Students use a variety of texts, videos, and hands-on demonstrations/experiments to learn about a wide variety of sciences. The curriculum is strongly influenced by student interest and current events.

Physical Education is taught twice each week by the P.E. teacher. Students learn basic skills of a variety of sports and are given opportunities to develop their strength and endurance. Full participation and good sportsmanship are emphasized.

FOSTERING A SENSE OF BELONGING

Ho`ala sets as its goal the creation of a community in which all members:
Experience a sense of belonging
Feel they are listened to
Are taken seriously

A number of programs are in place at Ho`ala to further this goal, including:

The Ho`ala Agreement System

By way of a simple but highly congruent Agreement System, students K-12 learn there is a consequence to every choice they make. Those who choose to break agreements are held to pre-determined 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`ala character 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, Ho`ala students learn that it is okay to "say the hard things" aloud.

Homeroom

At Ho`ala during the daily homeroom session, teachers and students create an experience of community. 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 homeroom teacher interact with each other as a family to share, plan, to 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 teacher
- Promote community
- Develop personal relationships with peers and teachers
- 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:

- Compliments, appreciations, and acknowledgments
- Follow-up on prior solutions
- Agenda items
- Share feelings while others listen
- Discuss without fixing
- Ask for problem-solving help
- Future plans

Clearings

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

Mixed-Age Nurturing Activities

Nurturing Class is held monthly on the Hongwanji campus, in which each teacher conducts a group of students of mixed grades, K-6. Each session has a theme, often based on an affirmation or a positive idea. The class consists of learning everyone's name, doing a hands-on activity, doing a group game or activity, and singing a song, and then re-gathering with the large group.

Ho`ala Camp

A core piece of our leadership training is camp. Camp is held at the beginning of each school year. Typically, Students in grades 3-6 and 7-12 stay overnight at a host facility on the North Shore. 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, student 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.

Ho`ala 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.

May Day

The entire community of parents, friends, and neighbors is invited to join the student body to celebrate May/Lei Day. Students prepare performances and hold a court election to represent each major island in the Hawaiian chain. The event is hosted by upper level students and is an excellent opportunity for community fellowship in celebration of our island heritage.

Service-Centered Learning

In partnership with various nonprofit and governmental agencies throughout O`ahu, the Ho`ala 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. Ho`ala’s own Club Kokua is an After School Enrichment program for the elementary and middle school students that meets to create service projects addressing local and global social issues.

AFTER SCHOOL ENRICHMENT PROGRAMS

Ho`ala 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 programs include:

- Piano Lessons
- Taiko Drumming
- Club Kokua
- Chess Club
- Hula
- Ukulele
- Musical Theatre
- Ballet
- Orton-Gillingham tutoring

Often, additions are made 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 the Office to learn more about After School Enrichment opportunities.

SUMMER PROGRAMS

Summer Enrichment Programs

Ho`ala offers engaging summer programs for students entering grades 1 – 7 over a six week period. Each week, students explore a different academic topic through hands-on experiments, art, music, dance, field trips, and games. A trained and enthusiastic staff facilitates the program. Our Summer School is open to students from other schools. More details are provided in the spring semester regarding student summer opportunities.

Camp Kokua : A Service-Centered Summer Camp

Working in partnership with the University of Hawai`i's Service Learning Program, Ho`ala School hosts "Camp Kokua," a summer program focused on service learning for students entering grades 3 – High School. Participants are encouraged to complete 100 hours of service to qualify for the President's Youth Service Award. Other Hawai`i private schools have started similar camps, using Ho`ala's Camp Kokua as a model program. Camp Kokua is a dynamic combination of service, social studies, activism, fun, and games. Ho`ala's summer service learning camp has been recognized by the Points of Light Foundation in Washington D.C. as a *Point of Light* and Promising Practices from National Schools of Character 2010.

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

The Ho`ala School 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 (childcare and refreshments are provided at all meetings) and all are encouraged and welcome to attend.

PTSO Family Events

These planned events may include:

Family Fun Nights (Pumpkin Festival, Winter Wonderland, Mardi Gras, etc.)

Family Enrichment Nights (Themes include Science, Reading, Math, etc.)

Book Fair (Fall & Spring)

Beginning and End of Year Parties

Participation in holiday parades

PTSO Fundraising

Several fundraising events occur each year. A strong commitment of volunteers is an integral component that directly affects the success of the PTSO and Ho`ala School fundraising efforts.

Fundraising endeavors include:

Lu`au - held on a Saturday in the spring which includes entertainment, Hawaiian food and a silent

auction.

Cookie Bake – Ho`ala School signature shortbread cookies is a November fundraiser.

Several other fundraising efforts often include:

Sally Foster – Gift Wrap, Entertainment Book & Magazine Sale

Book Fairs

HI-5 can and bottle recycling drives

Recycling old cell phones, printer cartridges, etc.

Box Tops/Labels for Education

Other PTSO Coordinated Efforts

Ho`ala School Directory

School Newsletter

Hospitality – providing refreshments for school events

Room Parents

August Work Days – cleaning up the campus for the first day of school

Open House

After School Enrichment

Classroom Volunteers

VOLUNTEERS

As a small learning community, Ho`ala cannot survive without full participation of parent, grandparent and student volunteers. Volunteers are creatively engaged in every aspect of the school:

Attending field trips

Classroom support

Fund raising

Assistant coaching

Promoting Ho`ala School

PTSO

Grounds keeping

Chaperoning camp

Assisting the arts program

Carpentry

Supporting technology

Creating & leading enrichment and after school activities

Networking in the community

Sharing vision and professional expertise in the strategic planning

ADMISSIONS

Ho`ala accepts applications year-round.

To apply to Ho`ala School, please follow these guidelines:

Call to arrange a campus tour and meeting with Ho`ala's admissions staff.

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 HYPERLINK "http://www.hoala.org" www.hoala.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, a written explanation is provided.

New Students:

All students new to Ho`ala School (except K students) must obtain a transfer/release card from their former school. Parents need to send or bring the transfer/release card to Ho`ala School so that 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" <http://doe.k12.hi.us/register/schoolhealthreqts.htm>). All incoming 7th Grade Students also need the 7th Grade Student Immunization Record provided by their doctor. **STUDENTS WITHOUT PROPER IMMUNIZATIONS WILL NOT BE ABLE TO ATTEND SCHOOL UNTIL ALL REQUIREMENTS ARE MET AND DOCUMENTS RECEIVED.**

TUITION ASSISTANCE

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

FINANCIALS

Upon acceptance into Ho`ala School, a non-refundable deposit is required for each child which is due on the first of May. 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 on the first day of July (discount applies for tuitions paid as one lump sum)

Plan 2 – Three (3) payments on the first day of the following months: July, November and February.

Plan 3 – Ten (10) payments on the first day of each of the following months: July – April

Tuition Discounts

Discounts are given for the following:

Plan 1 of the Payment Plan

Paying new year deposit early

Multiple siblings

Referring outside families to Ho`ala School (discount applied after outside family signs contract)
Late Fees

There will be a late payment fee of \$20 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 an 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 Ho`ala 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.