

Ho`ala School Handbook

**Grades 6-12
2011- 2012**

<u>Table of Contents</u>	<u>Page</u>
Our School and the History of Ho`ala.....	3
School Mission & Philosophy.....	4

Student Learning Objectives.....	5
The Agreement System.....	9
School Policies & Procedures.....	12
Ho`ala School Dress Code.....	17
Friday Free Dress or Special Day Guidelines.....	18
Student Health and Emergency Procedures.....	20
Communication Between Home and School.....	21
Fostering a Sense of Belonging.....	22
After School Enrichment Programs.....	26
Ho`ala School Parent-Teacher-Student Organization.....	27
Volunteers.....	28
Academic Policies and Procedures.....	28
Computer & Internet Use Policy.....	33
Middle School Curriculum Scope & Sequence.....	35
High School Course Descriptions.....	37
Graduation Requirements.....	46
Extended Learning Time.....	46
Tutoring.....	47
College Fair.....	47

PSAT/ NMSQT.....	47
Special Populations.....	47
Admissions.....	48
Financials.....	49

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 shares its location with the Wahiawa Hongwanji on California Avenue.

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 National Awards

Ho`ala School has received national recognition by the Character Education Partnership as a semi-finalist in the National Schools of Character Awards (CEP.) In 2010 Ho`ala received special recognition for encouraging Student Motivation from CEP. Our sister school, River School, in Napa Valley shares our philosophy, vision and practices. We are partnered in improving education for our communities, nations, and planet.

Camp Kokua, Ho`ala's "Learning by Serving" two-week day camp is a recipient of the Daily Points of Light Award. Based in Washington D.C. this Foundation honors individuals and groups that have made a commitment to connect Americans through service to help meet critical needs in their communities.

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 with neutrality. 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 record the broken agreement, log it into the login sheet, and continue with class. If the student does not feel the login was fair, that student can contest it with the teacher (after logging in) in a scheduled conference with another adult facilitator at a later time, called a “clearing.”

**Note: This is a developmental process, thus K-2 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.*

The tally of these reminders, or “logins” maintained in the logbook is cleared at the beginning of each month, allowing students to *start fresh*. Within the month, however, there are consequences for reoccurring logins.

Consequences for Reoccurring Logins

0-2 logins = No consequences- student fills out the broken agreement in the log book.

3 logins (grades K-2 get 4 logins)= Student fills out a letter to take home that explains what agreements have been broken. For new students the first time these letters go home in the year, the homeroom teacher calls parents to explain the system and the philosophy behind it. The letter needs to come back signed by the parent the next day.

6 logins (grades K-2 get 8 logins) = Student fills out another letter explaining the reasons for the logins he/she has received and brings it home to get signed. The student must meet with the Principal. The purpose of this meeting is an opportunity to have an adult help the student reflect on their actions and the consequences of their actions. The student is asked to fill out a “Reflection” form to determine if there are any patterns in behavior causing the logins. Because Ho`ala focuses on creating individual goals so as to reaffirm our “shared values,” the student is required at this time to reflect on how his/her goals are being impacted by the logins they have received. For example, a student may only be receiving logins with one teacher and needs to meet with that teacher to make a plan.

8 logins (grades K-2 get 10 logins) = The student meets with the Principal again. The Principal calls the student’s parent(s) and informs them of the number of broken agreements and lets them know that the student is two logins away from a day of reflection, having the parents “shadow” the student

for a half day, or having an in school consequence where the student does their class work in the office during lunch/recess for a week's time. After the Principal has met with student, they may return to class.

10 logins (grades K-2 get 12 logins) = Student stays in the office for the remainder of the day for a Day of Reflection. This IS NOT a suspension; it IS NOT marked on the child's permanent record. It IS truly a break from the routine to spend time thinking about what is going on and figuring out what to do about it. The student may have a parent shadow him/her for a half-day at school, or stay in the school office for a during a week of lunch/recess. Also, the student creates a plan to change behavior.

*Note: It would be ideal for parents to be part of the plan and reinforce the system at home. We strongly urge each parent and child care provider to attend the Parent Teacher Study Series provided at no cost through Ho`ala. First series begins in September and runs through October; the second one begins in February and runs through March. These workshops help to align the school philosophy with the home to maximize student school success.

To continue to improve the Agreement System, consequences for recurring logins may change periodically. Students and families will be informed of any changes as soon as possible.

Further resources on the Ho`ala Philosophy and practices may be found on the website www.hoala.org

HO`ALA UPPER SCHOOL (GRADES 6 – 12)

SCHOOL POLICIES & PROCEDURES

Office Hours:

The main 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. 7th–12th grade students arriving on campus prior to 7:30 a.m. will be unsupervised. Prior to 7:30 K-6th grade students should go directly to Ho`ala Plus for early morning care.

School dismissal:

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

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

All students must leave campus within 15 minutes after their dismissal time or be in a supervised area with a teacher present.

****During School Hours:*** Students are not allowed to leave campus once they have been dropped off or arrive in the morning, unless they are signed out by a parent or have received teacher permission. At the end of the school day dismissal, once a student has left the school grounds, they may not return to campus.

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-8 students: Report to the courtyard at 7:45 a.m.

9-12 students: See schedule below under High School Registration

First Day Gathering for Parents: This begins at 8:15 a.m. in the Auditorium where parents will meet with the Head of School and Principal. 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. Please follow the schedule for your grade level. Students may leave after registration is complete.

Grades 9 and 10 - 10 am

Grades 11 and 12 - 11 am

There is no lunch period scheduled on 12:00 noon dismissal days. Children are encouraged to bring

a snack and a drink for midmorning snack time.

Dismissal:

K-8 students: 12:00 noon (there is no Ho`ala Plus on the First Day)

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:

Entering the School Parking Lot: Only enter the campus from California Avenue, swing wide to the left and circle *slowly* past the temple and Auditorium. Drop-off is on the corner of the Ho`ala office.

Pick-up Queue: After entering from California Avenue, cars are to proceed clockwise around the loop (see directions above) to pick up students at the corner of Ho`ala office.

Exiting the Parking Lot: After drop-off and pick-up continue straight through the side gate and cautiously turn left.

Parking for Students, Parents & Visitors

The Campus has designated parking stalls on the right as you turn in from California Avenue. Limited parking is available for those students with driver's licenses who register their car with the school. High School Students may obtain car registration forms from the office.

Attendance and Tardiness

Consistent attendance is critical for the academic growth of children and the development of sound attitudes toward learning. 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.

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 students arrive after attendance has been taken, the student is to report to the office and sign in. The student will then receive a tardy slip that they must give to their teacher in order to gain entrance into their class.

Attendance and Tardies are noted daily. Excessive tardies or missed days may result in loss of academic credit.

Student Boundaries

These areas are *off limits* (without permission):
Behind the buildings, parking lot and student parking area
Locker areas (locker areas are open before/after school, lunch, breaks)
Unsupervised areas (i.e. in a classroom without a teacher)

Supervised areas are:

Classrooms where teachers are present
Picnic tables and benches (with teacher permission ONLY)

Leaving During School Hours

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

Students being excused during school hours must be signed out by a parent or authorized adult. Parents *must* contact the Main Office (621-1898) to let them know if a student is leaving during school hours. If possible, please send a note at least one day ahead. When picking up a student, the parent or authorized adult must **first report to the office to sign out them out**. At that time, a member of our staff will bring your child to meet you. 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 (with permission) on an emergency basis only. Calls for such things as homework, books, P.E. uniforms, lunches, etc. are not considered emergencies and will not be allowed.

Campus Visitors

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

Student Visitors

Ho`ala students have the privilege of bringing a friend to school. Student visitors must abide by the same rules as other Ho`ala students and good judgment and behavior is expected at all times.

If a student would like to bring a friend to school, he/she must:
Obtain a Visitor Pass from the office.
Fill out the Visitor Pass, complete with Parent/Guardian signature
Hand in the Visitor Pass to Head of School at least 24 hours prior to the visit (no visitors will be allowed without this 24 hours prior notice)

Homework Policy When Absent

Our Middle and High School students have a support system if/when they miss school for illnesses and appointments. This policy eliminates the necessity of calling the office for missed work as it is impractical for the school personnel to track down each student's assignments. This is how the students can get the information they need:

Each middle school and high school student has exchanged contact information with at least one other student – if not many – in order to be able to get information about work they miss when they are absent. It is our policy that this contact person – or “buddy” – be the first step in getting missed assignments. All of our students have agreed to be available to support their classmates in this way. *Not only is this buddy system more practical, it supports the students in allowing them to take responsibility for themselves.*

Each family is also supplied with a Ho`ala Family Directory at the beginning of the school year that contains the names and contact information of our Ho`ala students.

Any additional information needed beyond what the buddy system can support should be requested of individual teachers from each of their classes. All teachers have a Ho`ala email account (*teacher's first* [HYPERLINK "mailto:name.hoala@gmail.org" name.hoala@gmail.com](mailto:name.hoala@gmail.org)) and can be reached through that email address.

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

Lunches/Snacks

Students have two options for lunch: bringing lunch from home or buying their lunch. Nutritional school lunches are provided to the school via a catering service, with the addition of Pizza Hut pizzas every Friday. 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. Students may have a snack and drink for morning break.

School Books

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

Cell Phones

Students may not carry their cell phones on their person or in their backpack during the school day. Cell phones must be kept in the locker, turned off, unseen and not used until school dismissal.

Cell phones will be kept in the office until the end of the day if the above conditions are not met. A parent conference is required for repeated misuse of cell phones.

IPODS/Walkmans

Middle School - These and any other personal music listening devices are NOT permitted in the Middle School.

High School - Personal music listening devices ARE permitted but are the responsibility of the student, not the school. Use of these devices is permitted during breaks, and may or may not be permitted during class time, at teacher discretion.

Items Not Permitted on Campus

Gum

Skateboarding

School Lockers

Each student will be assigned a locker on the first day of school. Students need to come to school on the first day of school equipped with a **combination lock** (no locks with keys are permitted) that will remain on the locker for the entire school year. Students will need to give their homeroom teachers a copy of the combination.

Valuables

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

Lost & 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 Ho`ala 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. Therefore, **solicitation for outside fundraising (soccer, baseball, etc.) is not permitted on campus.** Students may not buy, sell, or trade personal belongings on campus.

Pets to School

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

HO`ALA SCHOOL 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 selected 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.

Bottoms: *Khaki* color walking shorts, cargo pants, capri pants, long pants from Campus Creations, or Khaki from any store will be allowed. NO Denim/Corduroy. (*Note:* Shorts are to be *at least mid-thigh in length and loosely fit.* Mid-thigh is defined as that spot on the thigh to which the middle fingertip points when the arms and fingers are fully extended at one's side.)

NO SKIRTS ALLOWED. ONLY skorts may be worn.

**Cold
Weather
Wear:**

Plain black, navy, white, or gray sweaters, jackets or sweatshirts. No designs or logos except Ho`ala School logo. Maroon or navy sweatshirts from Campus Creations only. See Campus Creation options. (No denim or corduroy)

Physical

Fitness: Physical Fitness uniforms are required and may only be purchased from Campus Creations: maroon t-shirts and nylon mini-mesh shorts. Any Ho`ala t-shirt may be worn including luau, Camp Kokua, etc. Socks and athletic shoes are required for P.E.

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.

Additional

Guidelines: All clothing should be a conservative style and fit. This means fit should not be too tight or too loose. Undergarments should not be visible. No layering of clothes will be allowed.

Hats and sunglasses may not be worn on campus except baseball caps and sunglasses for P.E.

Long dangly earrings will be removed during P.E. and Science class as needed.

Tattoos, glitter, stickers and writing on the body should not advertise drugs, alcohol, sex, violence or other provocative topics or pictures.

All books, binders, backpacks, desks, lockers, containers and other accessories should adhere to the same standards stated above.

Any faculty member may make dress code agreement calls. When a login is given, an appropriate change must be made by the student as soon as possible. Another call can be made by the same or another teacher if the change has not been made.

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.

Friday Free Dress or "Special Day" Guidelines

Clothes must be clean and appropriate for school.

Shirts and Blouses

Regular (collar-less) t-shirts may be worn. Shirts for boys and girls must be somewhat LOOSE FITTING. Shirts must be long enough to allow students to raise their arms without exposing midriff. Garments with sunstraps or "spaghetti" straps may not be worn without a jacket or other cover-up. Sleeveless blouses may be worn provided they are not cut in from the outer corner of the shoulders (undergarments shall remain unseen).

Muscle t-shirts or tank tops (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). Tube tops, strapless or low-cut tops may not be worn. Undergarments should not be visible either through sheer fabric or because the outer garment hangs down below them.

Form fitting tights or spandex tops or bottoms are unacceptable unless they are covered by less form fitting garments (shorts, long tops or dresses, which are mid-thigh in length).

Shorts, pants or slacks are to be somewhat loose in fit. Shorts are to be at least mid-thigh in length

and loosely fit also. Swimwear/beachwear, or cut-off jeans are NOT PERMITTED.

Hats and sunglasses may not be worn on campus except baseball caps and sunglasses for P.E.

Friday free dress will be allowed unless four (4) broken agreements **in the entire middle & high school** are accumulated for the quarter. When that number is exceeded, the Friday free dress privilege will be suspended for the remainder of the quarter for the entire group.

Dress code agreement calls may be made by any faculty member. When a login is given, the student must make an appropriate change as soon as possible. Another call can be made by the same or another teacher if the change has not been made.

*Parents must sign and return the Ho`ala Uniform Agreement Form affirming that you and your child/ren have read, understand and discussed these agreements. 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 not administer medications of any kind – not even Tylenol or first aid creams. 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 (approximately 8 a.m.) Parents will meet with the Head of School and the staff where we share coffee, good camaraderie and a moment of reflection regarding the beginning of a new year.

September Open House – Each September, 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 evening 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 Teacher 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 quarterly. Topics include:

<i>Session I</i>	<i>The Agreement System-Effective Discipline</i>
<i>Session II</i>	<i>Seeing Children's Behavior and Needs</i>
<i>Session III</i>	<i>Nurturing Children's Real Needs</i>
<i>Session IV</i>	<i>Avoiding Unwanted Behaviors</i>
<i>Session V</i>	<i>Applying it to Academics</i>

Other School Events and Gatherings

There will also be a number of special days or events during the school year when parents are encouraged to be part of special celebrations or other events in the classroom or as part of the whole campus community. Examples of these occasions are Ho`ala Gatherings, PTSO sponsored family events, Lei Day and Lu`au/Silent Auction Fundraiser. We look forward to having all parents share those special times with us at Ho`ala.

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 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.

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

Homeroom

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, students are challenged to increase communication skills, work through physical and emotional challenges, face actual fears, and work as teams to reach group goals. These skills promote unity and forge a sense of community that they build upon throughout the school year. These experiences are vital to our curriculum, are counted as regular school days, and thus are not optional.

The High School has an additional service related camp experience on Kauai at Koke`e State Park for three night and four days.

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.

Prom

All high school students are invited to participate in the Ho`ala School prom. A student based committee starts at the beginning of the year to plan this formal event, which includes an exciting location, delicious meal, photographers, music, and party favors.

May Day and Lu`au / Silent Auction

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.

The Lu`au/Silent Auction is held the Saturday after May Day. It is our main school fundraiser which is an opportunity for families, teachers and staff to work together and enjoy the festivities. Silent Auction items are donated by local businesses, a delicious Hawaiian meal is served, students and professionals provide the entertainment and many activities are available for the children.

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.

Day of Reflection & Moving Up Ceremony

The Day of Reflection observes the eighth grader's upcoming transition into high school. It is an opportunity for the student and parents to stop, connect, and communicate a little more than usual. In our experience, the opportunity for reflection and appreciation has been a very powerful and memorable experience for children and parents. We highly encourage all eighth graders and their parents to join us. The reflection is then followed by a simple Moving Up Ceremony that acknowledges the class for their completion of middle school. The day concludes with a potluck.

Graduation

Graduations are different at Ho`ala. Each year they are unique, personal, and specific to each graduating class. The senior class and parents decide on all elements involved in the graduation ceremony. They are assisted by a teacher advisor. The location will be determined by the senior class and their parents.

Student Generated Special Events

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

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
Chess Club
Taiko Drumming
Hula
Ukulele
Ballet
Musical Theatre
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.

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 Conferences)

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 and February Work Days – cleaning up the campus

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

ACADEMIC POLICIES AND PROCEDURES

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

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

Throughout the curriculum, the following skills are emphasized and encouraged: sound study habits, critical and creative thinking, collaboration and effective written and oral communication skills. Students are encouraged to take risks, to work cooperatively to find solutions, and to demonstrate their understanding of course material through exhibitions. A small teacher-student ratio allows the educational process to be personalized to a notable degree.

Registration Day/First Day of School

Students register for classes on the first day of school. Students come with their parents and work with teachers to determine their required and elective classes. Students will be billed for semester fees at that time.

Grading Policies

Grading is based on participation, written assignments, oral assignments, homework, assessments, and projects. The weights of each category differ from class to class, at the discretion of the teacher. Specific information is provided in course objectives. Grades in progress are given at the end of first and third quarter in parent-teacher-student conferences. Final grades are recorded officially at the end of each semester.

Grading Scale:

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

B- 80%-81%

D- 60%-61%

NP (Not Passing) 59% and below

Pass/No Pass Classes

Guidance

Middle School Foreign Language

Service Learning

PE

Dance

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

Grade Point Average (GPA) Equivalency

A+ = 4.0	C+ = 2.3
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
P = Pass	NP = No Pass

Academic 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, nothing will be sent home.

Academic Conferences

Parent-student-teacher academic conferences are an important part of the school's connection to families. Formal conference occurs twice a year, typically in November and then again in April. Conferences are unique at Ho'ala in that they 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.

Report Cards

Reports are sent home at the end of first and second semester (hand carried by the student in February and mailed in June.) These reflect final semester grades that are officially recorded. Only High School students have transcripts.

Field Trips

Students go on classroom instruction-related field trips several times a year. Parents will be asked to sign a Field Trip Permission and Emergency Treatment Authorization statement which gives

general permission for their child(ren) to participate in field trips and for qualified medical personnel to provide emergency medical treatment even if a parent or designated contact cannot be located by phone. This authorization along with emergency medical information is kept on file in the school office, and copies accompany teachers on field trips.

Information will be sent home in advance of each individual field trip. The school hopes every child will participate in all field trips 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.

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 (one 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.

COMPUTER & INTERNET USE POLICY (Mac Workbooks)

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. All expectations are for the entire school day: class times, guided study and all breaks. **Repeated misuse of computers can result in loss of computer privileges with parent notification.**

Terms and Conditions – School Computer Usage & Personal Laptop Usage

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

Homework
Teacher Assigned Tasks
Other Teacher Approved Uses

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.

Prohibited recreational use:

My Space, etc...
Personal Email and Gaming
Non-academic Web Browsing

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

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

Privacy – All electronic transmission will be monitored by Ho`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.

Supervised Use of Tech Resources

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

MIDDLE SCHOOL CURRICULUM SCOPE & SEQUENCE

Detailed course objectives from each of the Middle School teachers may be downloaded from the Ho`ala School website. Parents are encouraged to print a copy for their own use. The following is an overview/description of the Middle School courses.

Description of Courses Offered to Students in 7th & 8th Grade:

Math

Using an assessment test, past teacher's recommendations, and family recommendations, students are placed in either Middle School Math, Pre-Algebra, Algebra I, or upper level mathematics if applicable.

Social Studies

Students take one year of American History and one year of Cultural Geography/Hawaiian & Pacific Island History.

Language Arts

These courses cover standards in reading, writing, listening, speaking, and grammar.

Science

Students take one year of Life Science and one year of Physical/Earth Science where they will discover, invent, and investigate various topics in order to gain a better understanding of the world around them.

Physical Education

Through sports, games, dance, yoga, Pilates and most of all fun, students will learn a variety of skills that include following directions, building team work, sportsmanship, listening, and developing large muscle motor skills.

Foreign Language

Middle School Spanish classes will work to develop an appreciation of Latino culture and the differences among Spanish-speaking countries; to motivate students to learn a new language and give them confidence to do so; and to use their knowledge of the culture being studied to produce artwork, crafts, or graphic representations that reflect the Latin culture.

Music

The goal of our Middle School music program is for all students to develop skills and interests in music concepts, knowledge, and performance through listening, playing, understanding, and creativity as it relates to the world of music.

Art

This course will emphasize foundational skills in drawing, painting, print-making and sculpture. Art appreciation is incorporated into all aspects of this class.

Transitions

This course is a guidance class focused on the transition between elementary school, middle school, and high school.

Service Learning

The goal of this course is to provide an opportunity for students to develop stronger ties to their school and community. Students will be required to perform a minimum of 50 hours of community service during the year.

Reading Lab

Designed to support the Middle School students in their transition from 5 hours of Language Arts in Elementary to 4 hours in Middle School. The students will have a 1 hour reading lab each week where the students can read for pleasure. The teacher/proctor may assign books which the class will read together from time to time.

Computer Applications

Designed to ensure all students learn basic hardware and software competencies including choosing the appropriate software for a given need.

HIGH SCHOOL COURSE DESCRIPTIONS

The following courses may be offered over a period of two years. It may be that a course will not be available one year, but will then be offered the following year. Check with the high school staff if you have a question about a particular course. Other electives may be available depending on the interests of the student body, but are not listed here. Students and teachers work to create course schedules according to graduation requirements.

English

COMPOSITION I (1.0 credit/year)

This course offers students the opportunity to develop and understand the basic skills of reading, writing, listening, and oral communication through study and analysis of mythology, literature, poetry, drama, short stories, and vocabulary development. Writing skills emerge through journal entries, research papers, weekly short stories, and group project presentations. Development of grammar, spelling, and vocabulary takes place within the context of the writing assignments. Reading aloud, class discussions, theatrical performances, debates, and speeches enhance oral communication skills. A strong emphasis on reading, writing, and thinking skills complement frequent opportunities for assessment, analysis, and synthesis.

COMPOSITION II (1.0 credit/year)

While this course explores all areas of language arts, reading, writing, vocabulary, oral communication, and spelling and grammar, the focus is on the writing process; pre-writing, writing, editing, revising and publishing. Students study writing styles through exploration and analysis of literature. Students develop a variety of writing skills through the writing process to include: descriptive, persuasive, creative, personal narrative, compare and contrast, poetry and historical research. A strong emphasis on reading, writing, and

thinking skills complement frequent opportunities for assessment, analysis, and synthesis. Writing assignments create the basis for teaching grammar, spelling and vocabulary.

LITERATURE (.5 credit/semester)

Prerequisite: Composition II or equivalent

Literature is offered as an upper level humanities course wherein students will read a variety of texts including short stories, novels, poetry, and non-fiction prose all pertaining to a chosen theme. The goal of the course is to expand the students' understanding about the theme while they learn to appreciate the form by which it is being communicated to them. This goal will be achieved not only through the readings themselves, but also through critical thinking, discussions, debates, meditations, and writings centered around them. Through these activities, students will learn to stretch their own ideas about our theme to include a plethora of perspective. In this way, reading will open up an unknown world to them. Additionally, this class includes a hands on component whereby the students investigate and explore the class topic through their own eyes to gain a unique and individualized point of view.

LITERATURE OF ROCK AND ROLL (.5 credit/semester)

In this class we will explore concepts in English composition and literature while examining major themes in Rock and Roll History. The class will also touch on American History, Womens' Studies, African American Studies, and Art History. We will be using a curriculum developed by the Rock and Roll Hall of Fame. The program is "intended to stimulate student interest and creativity, to develop higher order thinking skills and to promote interdisciplinary learning." Some topics include: Rock and Poetry: A Thematic Project, Using Cross-Genre Comparisons to Find the Message in Hip-Hop, "And Still I Rise" Proud Black Women: Understanding the poetry of Maya Angelou through the lyrics of two female rappers, and Know Thyself: Reflections of the Adolescent Identity Crisis in Rock and Roll. Students will write a mini research paper in MLA style at the end of the first semester and an independent study project utilizing multimedia sources at the end of the second semester.

JOURNALISM AND YEARBOOK (.5 credit/semester) (may be taken as an English or Technology credit)

While this course explores all areas of journalism, the focus of the class will be the production of the school yearbook. Students market, design and produce the school yearbook. Students gain a basic understanding of photo journalism to include but not limited to: photo composition, layout and cutlines. Students develop a basic understanding of layout and design and how to capture the reader's eye. Students gain a working knowledge of Adobe Photoshop and Indesign. Students learn and develop interview techniques, news writing, and feature writing skills. Students learn organization, project management and the importance of meeting deadlines.

Social Sciences

WORLD HISTORY (.1.0 credit/year)

This course is a study of the historical development of human experience focusing on major civilizations and cultures, which characterize different world regions today. It examines the forces of change and continuity as they stimulate, constrain, and shape human experience. It provides a framework for understanding humankind and a way of viewing the diverse social, philosophical, political, geographic, economic, and technological developments that have shaped the world today.

MODERN HAWAIIAN HISTORY (.5 credit)

This semester long course focuses on the overthrow of the monarchy in 1893, the rise of plantations throughout the 1900's and Hawaii's involvement in World War II. Additionally, students will be asked to analyze significant contemporary issues that influence present day Hawaii, such as the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups.

HAWAII AND ITS PEOPLE (.5 credit/semester)

This year-long course is a survey of Hawaii's physical, ecological and cultural history and present situation. Beginning with island formation and traveling through ancient culture, immigration and modern culture, the course will examine the impact of people on our islands and the possible directions in which we are heading based on our current socio-political, economic and ecological situations.

US HISTORY (1.0 credit/year)

This United States History course is a study of the origins of the United States Constitution. Students explore the different social, political, ideological and economical institutions that influenced the founding fathers and led to the birth of a new nation. Students explore the governments of Greece, Rome and England as a backdrop to the U.S. Constitution. Students will study, analyze and synthesize information from primary and secondary sources. Students engage in historical, ethical, and political controversies that helped shape the Constitution. A strong emphasis on basic reading, writing, and thinking skills, complement frequent opportunities for assessment, analysis, and synthesis.

CONTEMPORARY GLOBAL POLITICS (.5 credit/semester)

This Contemporary Global Politics course is a study of current world events that have and continue to dominate the headlines. Students will view events through the eyes of the media and through the eyes of soldiers deployed to Iraq. Students will interact with the 2-27 Wolfhounds (Infantry Brigade) while the unit is deployed to Iraq. The soldiers will provide digital weekly updates and discussion points through Video teleconferencing and email. This information will be analyzed and compared to information that is reported in the media. Students will address specific areas of interest, demographics, religion and culture, the Mission, related current events and any questions the students may develop. Upon return, the 2-27 will provide wrap-up briefings and discussions to students and faculty. Students may participate in redeployment activities.

ENVIRONMENTAL ISSUES IN HAWAII (.5 credit/semester)

This course will offer a historical perspective of environmental problems in Hawai'i. Students will look at biological and physical principles affecting human/environment interaction; impact on science, technology, value, Hawaiian culture, and perceptions of our community. Students will be introduced to contemporary legislation, policy, and management practices.

Mathematics

ALGEBRA I (1.0 credit/year)

This course is designed to maximize acquisition of both skills and concepts. Students will gain understanding in skills necessary to carry out various algorithms, develop and use mathematical properties and relationships, apply mathematics in realistic situations, and represent or picture mathematical concepts. Throughout the course, students will be able to demonstrate knowledge of addition, subtraction, multiplication, and division in Algebra. They will be able to solve linear equations, identify and graph functions, use laws of exponents, factor polynomials, graph and solve quadratic equations, and solve equations, inequalities, and apply them to real-life situations.

GEOMETRY (1.0 credit/year)

This course is designed to maximize acquisition of both skills and concepts including significant amounts of Algebra. Students will gain skills needed in drawing, visualizing, and following algorithms; understanding of properties, mathematical relationships and proofs; using geometric ideas in real situations; and representing geometric concepts with coordinates, networks, and other diagrams. The text, *Geometry*, published by Scott Foresman will require the students to read a geometry textbook and understand geometric terms. The students will master skills involved with points, angles, and lines using congruence, polygons and symmetry, perimeters and area, three-dimensional figures, surface area and volumes, indirect and coordinate proofs, similarity, and working with circles.

ADVANCED ALGEBRA or ALGEBRA II (1.0 credit/year)

This course is designed to maximize the development of understanding algebra. Its wide scope includes substantial amounts of geometry integrated with algebra. Throughout the text, *Advanced Algebra* by Scott Foresman, students will be expected to read and check their comprehension of terms, rules, explanation, and examples. Advanced Algebra covers a variety of topics. Students will be able to use and understand the language of algebra, variations and graphs, linear relations, matrices, systems, parabolas and quadratic equations, functions, powers and roots, exponents and logarithms, trigonometry, polynomials, quadratic relations, series, combinations and statistics, and dimensions and space.

TRIGONOMETRY (.5 credit/semester)

This course is focused on the study of the relationships among the sides and angles of a triangle. Students in Trigonometry should have successfully completed Algebra 1, Geometry, and Advanced Algebra. Learning objectives include being able to recognize, manipulate, and use polynomial equations, and recognizing situations involving second degree equations.

CALCULUS (.5 credit/semester)

This introductory course will begin with the history of why calculus was developed. The student will then focus on learning the concept of limit and how it applies to the derivative and the integral. Students will be taught to look at a graph and recognize the limit and derivative of a function at a certain point, as well as recognize the integral of a function between two points.

Science

PHYSICAL SCIENCE (1.0 credit/year)

This course is a transition into high school science courses. Students will understand science concepts through laboratory investigations, group activities, and research projects. Students will develop problem solving, scientific process, and mathematics skills through inquiry-based activities. It integrates chemistry, physics, and earth sciences by studying a variety of topics including force & motion, energy, sound, light, matter, continents, climates, and astronomy.

BIOLOGY (1.0 credit/year)

This course introduces the students to fundamentals of the biological sciences. Building on the skills and concepts learned in previous science courses, the students explore the basic principles of cell biology, genetics, evolution, ecology, plant diversity, human biology, the human impact on the environment, as well as the six kingdoms in which all living organisms are classified. A critical part of the course is the “hands-on” comprehensive laboratory exercises. The students gain experience in data collection, develop laboratory techniques and skills by using the laboratory supplies and equipment, and learn to write insightful scientific reports with an emphasis on critical thinking and use of the scientific method to describe the living world.

CHEMISTRY (1.0 credit/year)

All of our students will eventually be required, as citizens, to make decisions on a variety of issues that involve some understanding of chemistry. This course provides a student-centered, activities-based, issues-oriented approach to teaching the basic concepts of chemistry, as well as helping the students utilize this chemical knowledge to guide them in thinking through and making informed decisions about issues involving science and technology. Students are guided through eight units covering water needs,

conserving resources, chemistry of food, nuclear chemistry, and personal chemistry and choices. Students will learn the major concepts, vocabulary, thinking skills and laboratory techniques that will be required in their continued studies and life. The text, *ChemCom*, developed by The American Chemical Society, emphasizes chemistry's impact on society, and provides a very engaging vehicle for the mastery of this material.

Spanish

SPANISH I (1.0 credit/year)

Spanish Level I provides a broad introduction to the Language and Culture of the Spanish-speaking world. Each lesson introduces new language and vocabulary in a situational context. Emphasis is on high frequency words and expressions of contemporary spoken Spanish. Students are eased into basic Spanish grammar structures, which are reinforced with oral lesson dialogs, and written exercises. Students will gain an awareness of Hispanic culture as it applies to "everyday" situations and a basic knowledge of the history, geography, and traditions of Spanish speaking countries. Paired communication, videos, regalia, and cultural activities supplement use of a textbook and companion workbook. Various parts of the class will be conducted in Spanish.

SPANISH II (1.0 credit/year)

Spanish Level II continues Spanish language acquisition by using more complex structures of basic Spanish and expands cultural and historical themes already set forth. After a review of introductory structures and vocabulary, new material is presented with continual opportunities for written and oral expression. Class will be conducted partly in Spanish and will consist of presentation, explanation, and practice of sounds, structures, and vocabulary. Cultural material from the text lessons and the instructor's experiences will also be presented. Group activities to practice communication skills will also be provided. Along with the use of our textbook and workbook, we will be using a monthly Spanish magazine. This student magazine combines current news from the Spanish-speaking world with interviews, stories, and fun learning games. The goal is to build cultural familiarity and language skills.

AP SPANISH OR SPANISH III (credit determined by scheduled hours)

This class is offered when there is sufficient student interest.

Fine Arts

DRAMA (English credits based on hours/semester/year)

This course touches upon dramatic interpretation of written works. Students will practice and develop skills in drama techniques including improvisation, character development, vocalization, physicalization, and ensemble work. Towards the end of the second semester, the students will combine works in writing and drama to create and perform individual and ensemble performance pieces.

ART FOUNDATIONS (1.0 credit/year)

This course is designed to provide foundational skills in drawing, painting, and sculpture while providing students with the opportunity to develop, interpret and express artistic awareness in art appreciation and understanding of the elements and principles of art: including contour drawing, value rendering, color theory, painting techniques and spatial forms. This course is a pre-requisite for participation in other art courses.

ADVANCED DRAWING & PAINTING (1.0 credit/year)

Prerequisite: Art Foundations or teacher approval

This course builds on the technical and expressive skills explored in the Art Foundations class. Emphasis is on developing individual strengths in drawing and painting including: Life drawing, Still life, Abstraction, Color Theory, Canvas Painting, Series Painting and Developing an Artistic Voice. Students will learn advanced skills in technical drawing with graphite, pen-and-ink, print forms and various media. Painting techniques with watercolor, acrylic, guache and oils will also be explored. Art appreciation and understanding of historical styles will also be included in the course content and applied to individual works. Development of a personal style and body of related works will be encouraged. This course is a pre-requisite for Studio Art.

STUDIO ART (credits based on hours/semester/year)

prerequisite: Advanced Drawing & Painting or teacher approval

This class is a Visual Fine Arts course that emphasizes student individual expression. Students new to the Studio course participate in an initial group project directed towards understanding and evaluating technical development and skill level. Students then chose independent art forms to work on with attention to individual expression and particular skill development in chosen areas. Students are required to create and meet weekly goals and participate in final presentations and critiques of a body of related works.

CERAMICS (credits based on hours pr/semester)

This course emphasizes foundational skills in hand building, wheel-throwing and sculptural elements of ceramics. Projects concentrated on development of basic skills and practice with various techniques, including coil, slab, pinch pot, press mold, impress and wheel throwing as well as decorating and glazing techniques. Credits are determined by student attendance in class (variable by schedule) and projects accomplished. Emphasis is on practice with basic forming skills while developing individual direction and expression through the medium of clay. The course is repeatable as Advanced Ceramics with a focus on more in-depth development of chosen forms.

Technology

COMPUTER APPLICATIONS (credits based on hours/semester/year)

This course is designed to ensure all students learn basic hardware and software competencies including choosing the appropriate software for a given need. Learning goals include basic networking and Internet use in a Macintosh environment and application skills

including word processing, spreadsheet, list management, and database functions using Microsoft Office.

WEB PAGE DESIGN (.5 credit)

Web Page Design introduces students to Hypertext Markup Language (HTML), the programming code on which web pages are constructed. Using basic text editor software, students learn how to create a simple web page using basic HTML elements. Students then build pages with increasing levels of complexity. The more complex skills include inserting, aligning, and sizing text and images; controlling text and font color, creating absolute and relative page links, editing page backgrounds; and creating tables with text and image content.

ADVANCED WEB PAGE DESIGN (.5 credit)

The Advanced Web Page Design content expands upon skills learned in the basic course to include study and practice using ordered, unordered, and definition list elements, frame elements, form elements, and Cascading Style Sheet (CSS) conventions.

Independent Study

Independent Study is available as a semester course (.5 credit) or a yearlong course (1.0 credit/year). Students are required to take several elective credits for graduation. At this time, independent study is offered to help fulfill the elective credits required for graduation. During the semester or the year, students may choose from a self-directed independent study, a class on the Internet, or a correspondence course. The self-directed option designed by the student based on their interests, objectives outlined by the Department of Education, and supported by a professional adult.

PE/Dance/Sports

PHYSICAL EDUCATION (.5 credit/year)

This is a fitness and health physical education class. Students will perform a variety of cardio vascular and muscular strength and endurance exercises that will aid in the development and improvement of overall health and fitness. Students develop teamwork and cooperation. An emphasis is placed on sportsmanship, discipline and effort. This is a pass/no pass class.

DANCE (.5 credit/year) (may be taken as PE or Fine Arts credit)

“Dance as Art” is formed on the philosophy that the basic qualities of dance are within the reach of everyone and dance is an activity through which enjoyment and aesthetic satisfaction may be found. The class is an opportunity to use dance as a means of communication and expression while conditioning the body through core strength building and kinesthetic awareness.

Health / Guidance

HEALTH (Grade 9)

In this course, students will explore and have a common vision of the ever-changing process to achieve their individual potential in the physical, social emotional, mental, spiritual, and environ-mental dimensions of health and well-being. Students will learn the National Health Education Standards that will facilitate each student to be aware of their everyday health. The course will be implemented through lectures, guest speakers, role-playing, video studies and testing for understanding. This is a pass/no pass course.

GUIDANCE (Grades 10, 11, 12)

This course explores personal, academic, social, health and character issues. It is designed for students making the transition to high school and helps them to begin looking at the person they would like to be -- academically and professionally as well as personally. It also concentrates on self-awareness, decision-making, and college and career exploration. Representatives from various colleges will present information to the students concerning requirements and college life. The students will attend college fairs and research colleges to present to their classmates. Emphasis is made on preparing the students to take PSAT and SAT/ACT tests for college admission. This is a pass/no pass course.

Guidance 12 also includes planning the Ho`ala School graduation.

GRADUATION REQUIREMENTS

A minimum of twenty-four credits is required for graduation from Ho`ala High School, with one credit awarded for 120 hours of study. Most courses require demonstrations of knowledge through portfolios or exhibitions. The twenty-four credits include the following:

English	4 credits
Social Science	4 credits
Mathematics	3 credits
Science	3 credits
Foreign Language	2 credits
Performing/Fine Arts	2 credits

Physical Education	2 credits
Health/Guidance	1 credit
Elective Courses	2.5 credits
Technology	.5 credit

* Students are required to take guidance class each year regardless of credit count.

Extended Learning Time

Teachers provide Extended Learning Times on Tuesdays and Thursdays for students wishing to seek additional help. These sessions are optional and not mandatory. However, Extended Learning Time can be mandated for students if needed, for any length of time

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.

College Fair

In the fall semester, grades 9-11 (12 grade optional) attend the National Association for College Admission Counseling College Fair at the Convention Center. Students have the opportunity to meet with representatives from higher education institutes from around the world as well as attend workshops covering important college admission topics.

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT Reasoning Test used for college entrance. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills. Students receive feedback on strengths and weaknesses on skills necessary for college study. They can then focus preparation on those areas that could most benefit from additional study or practice. It also provides the opportunity to see how the performance on an admissions test might compare with that of others applying to college and enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11). This test prepares for the SAT exam. They become familiar with the kinds of questions and the exact directions seen on the SAT.

Ho`ala School offers the PSAT on Wednesday October 17 to sophomores and juniors. Fee for the test is applied to semester fees.

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.

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.

