

‘Ele’ele Elementary School Student & Parent Handbook

SY 2024-2025

Nā Hopena A'o (Why we do it): "To build a strengthened sense of HĀ-BREATH"

Mission (How we do things): "The 'Ele'ele School community will provide a nurturing, supportive, standards-based education which guides all students toward a life of continuous learning."

Vision (What we do): "Working together for our children's future."

School Colors: Gold and Black

School Mascot: Mustang

Aloha Mai Kakou Mustang Ohana and Welcome to School Year 2024-2025

We believe in the potential of each child and our faculty and staff are here to support your child toward academic and social/emotional success. Through powerful programs, data analysis and effective instruction we support our students in living a life of continuous learning, perseverance and grit.

The information provided in this handbook includes procedures put in place to best support all of our students in their learning environment. Any changes or updates to this handbook will be communicated through email and/or a reprinting of the particular page or section. We will not reprint the entire handbook.

We look forward to welcoming all of you back to school and wish you all a successful school year!

Me ke aloha pumehana,

Allison Carveiro, Principal
'Ele'ele Elementary School

Ele'ele School Song

Chorus:

'Ele'ele! 'Ele'ele! How we love your sunny hours.
'Ele'ele! 'Ele'ele! How we love your birds and flowers.
'Ele'ele! 'Ele'ele! Love your liquid sunshine, too.
'Ele'ele! 'Ele'ele!! 'Ele'ele, we love you.

Where the butterflies and the songbirds
Are forever on the wing...
Where the coco-palms and rice fields
And the cane fields can be seen
Where above the fertile valley
Cloud-capped mountains crown the view,
Lies our sunny 'Ele'ele... with its smiling skies of blue.
(Back to Chorus)

***Written/composed by Helene Kaneakua*

Oli Ke Kula O 'Ele'ele

E ala e, E ala e	Stand, Awake, Rise Up
E ala e keiki o ke kula 'Ele'ele	Rise up children of 'Ele'ele School
E hana lima nui - Mai ka'i nō	Big work together - Very Good
E 'imi na'auao - E hiki nō	Knowledge, Learning - Can do
Mahalo nui - E na kumu	Thank you so much - Teachers
Mahalo ia 'oe - na 'ohana	Thanks to you - Families
Me ke aloha - Na hou aloha	With love - More love
E ala e, E ala e, E ala e!	Stand, Awake, Rise Up!

***Written/composed by Kumu Janet Kahalekomo*

Communication

School Office Hours: Monday - Friday 7:00 AM - 4:30 PM

Fall Break, Winter Break, Spring Break, Summer - Monday-Friday, 7:00 AM - 4:00 PM

School Office contact information: Phone 335-2111; Email - mustangs@eleeleschool.k12.hi.us

Bus Passes

Bus pass application forms, bus payments, replacement pass payments (paid and free students are assessed the same replacement fee), and temporary bus passes are available in the office. Passes are issued at the office.

Release From School

Parents are to contact the office at least a week in advance when a student is being transferred to another school. This will give the office staff and teachers sufficient time to prepare release forms and update records for the new school. The release card will be given to the student or parent on the last day of the student's attendance at `Ele`ele Elementary School.

Student Obligations

Students are responsible for loss or damage of school books, equipment and supplies, including Library and classroom texts. Restitution must be made to the school. Monetary payments may be made by cash or check. Please be aware that there is a \$25.00 charge for dishonored checks (Hawai'i Revised Statutes, Ch. 40-35.5).

Lunch Payment

For a minimal fee, Lunch payments may be made online at ezschoolpay.com, or payment may be submitted in person by parent or child at the school office M-F.

Visitors on Campus

The school office is open to everyone from 7:00am - 4:30 pm. ALL visitors wanting access to other areas on campus must make advanced arrangements with the Principal or Teacher. Once approved, please sign in at the office, wear the visitor's name tag while on campus and comply with all health and safety guidelines.

School Health Room

Located in the main office and can be accessed by parking in the main parking area or the cliffside road behind the main office building.

Other means of Communication

School Website: <https://www.eleeleschool.k12.hi.us/>

- Our website has the most updated news, contact information, schedules, etc

School Facebook page: @EleeleSchool on the Facebook app or <http://Facebook.com/EleeleSchool>

- Our facebook page is also updated on our website

School Messenger:

- Call out and email sent to all phone numbers and email addresses on file based on information from the students emergency form

Classroom communication:

- Class Dojo
- Google Classroom

Campus Expectations

Access to the school office is from 7:00 am - 4:30 p.m. Principal approval is needed for any visitors wanting access to any other part of campus. Parents walking their children to school are expected to leave campus at the bugle. Those picking up students after school are asked to wait at a distance until the bugle and then may approach the classroom.

No loitering on the school campus before or after school hours.

Drop off and Pick up Procedure

For those not walking students on, Drop off and pick up will be in the main parking drive thru or the area fronting Bldg E along the roadside. JPOs are present to assist student crossing. Please use the crosswalk.

PLEASE DRIVE WITH KINDNESS AND CAUTION.

Guidelines:

- Parents may walk-on for both drop off and pick up.
 - All parents must leave campus by 7:50, no parents are allowed on campus after 7:50, tardy students will need to check in at the office. Parents must leave campus after the bugle
 - After school, parents are allowed on campus AFTER THE BUGLE and are allowed to walk to the classrooms to pick up their child/children.
- Crosswalks are to be used at all times for your child(ren)'s safety.
- If someone other than the parent will drop off/pick up the child, inform the child's teacher of the Drop off and Pick up Schedule and Procedures.
- For special pick-up arrangements, please inform your child prior to, as well as, on that school day rather than phoning the office or interrupting the teachers lessons.
- If your child walks to and from school, please be sure to follow the scheduled times.

Drop Off (Arrival):

- **7:00 a.m. - 7:40 a.m. Breakfast in the Cafeteria and Bus Students**
- **7:00 - Morning Club is available. Students will be dismissed from the Morning Club.**
 - Due to safety, students are not allowed to be dropped off prior to 7:00am or roam around campus. Principal will be notifying parents if students are arriving at school earlier than 7:00 AM
- **7:35 a.m. - Families may walk directly to the classroom**
- **All staff will be available on the first week of school to meet students and walk them to class.**

Pick Up (Dismissal):

- Promptly at scheduled time. All students will be picked up at their classroom or at the designated drive up areas at the front of campus.
 - Students are released at the bell.
 - Parents may come on campus after the afternoon bugle or wait in their cars.
 - Students should be picked up within 15 minutes of the end of school. Those that walk home should do so immediately upon release from school. **No loitering on campus or at the county park.**
- **Monday, Tuesday, Thursday, Friday**
 - **2:00 - All students**
- **Wednesday**
 - **1:15 - All students**

Attendance**Hawaii State Compulsory School Attendance Law**

Hawaii Revised Statutes (H.R.S. 3021-1132) requires all children who will have arrived at the age of at least five years on or before July 31 of the school year, and who will not have arrived at the age of eighteen years, by January 1 of any school year to attend either a public or private school for, and during the school year unless excluded from school or excepted from attendance. This section also states that any parent or guardian having the responsibility for the care of the child must ensure that the child attend school unless exempted by law and that beginning with the 2014-2015 school year, any parent, guardian, or other person having the responsibility for, or care of, a child who will be at least five years of age on or before July 31 of the school year shall enroll the child in a public school kindergarten unless the child is enrolled at a private school or the child's attendance is otherwise exempt under this section.

Furthermore, [H.R.S. 302A-1135](#) provides that a parent or guardian who does not enforce the child's regular school attendance may be guilty of a petty misdemeanor. The penalty for a petty misdemeanor is a fine of up to \$1,000 [H.R.S 706-640](#) or jail time up to thirty (30) days [H.R.S. 706-663](#).

Pursuant to [H.R.S. 571-11\(2\)](#), Family Court can place a child under jurisdiction for truancy if the child is not attending school or is not receiving the educational services required by law.

The Hawaii Revised Statutes, [Section 302A-1132](#), states that unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least five years on or before July 31, and who will not have arrived at the age of eighteen years, by January 1st of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school.

The Hawaii State Department of Education defines truancy as unauthorized absences from school. The [Hawaii Revised Statutes, Section 302A-1135](#), states that if any child of school age persists in absenting oneself from school, the family court judge, upon a proper petition, citation, or complaint being made by the school teacher or any other officer or agent of the Department, or police officer, or any other person, shall cause the child, and the father or mother, guardian, or other person having charge of the child, to be summoned to appear before the judge. Upon its being proved that the person responsible for the child had not used proper diligence to enforce the child's regular attendance at school, the responsible party shall be guilty of a petty misdemeanor.

Our Goal of Responsible Attendance

Your child's regular and punctual attendance will establish a routine and lead to maximum participation in learning and commitment that will carry over to adulthood. Absences and tardies interrupt learning and classroom routines essential for all students' success. Eleele Elementary School's attendance policy is designed to help every student receive the full benefits of a free and appropriate education that promotes responsibility, community participation, quality performance, effective communication, problem solving, and ethics.

Attendance is the single most important factor in school success. Regular school attendance supports academic and social growth. Vacations and appointments should be scheduled when school is not in session.

Guidelines on Absences

- When a child shall be absent from school, the parent, guardian, or person responsible for the child shall inform the school office of the date(s) and reason for the absence. Notification should be made by 7:30 AM on the day of the child's absence.
- Absences will be excused only if proper documentation or notification is submitted to the school office:
 1. A doctor's note, or
 2. A parent's or guardian's note stating a legitimate reason, or
 3. A phone call from a parent or guardian stating a legitimate reason.
 - Legitimate reasons for **Excused Absence** include the following:
 1. Illness, injury, quarantine (chicken pox, measles, etc.)
 2. Medical or dental appointment (Please schedule these after school hours)
 3. Death in the family
 4. Attendance in court
 5. Family emergency (upon principal's approval)
 6. Special cases approved by the principal
 - Reasons for **Unexcused Absence** include the following:
 1. Personal/Family trips/vacations during school days will be considered unexcused.
 2. Religious observance during school days will be considered unexcused.
 3. Students who leave school before half of the school day (i.e. 11:00 a.m. Mon., Tues., Thurs., Fri., or 10:15 a.m. on Wednesday) will be marked absent for that day.

Homework During Absences

When absent due to illness, homework will be given on the **third day of absence**. A parent/guardian must contact the teacher to request homework if illness is one or two days. After notification, teachers will send the student's assignments to the Office for pickup at the end of the school day. All assignments missed during a student's absence will be the responsibility of the student to complete with the supervision of the parent, guardian or responsible adult.

Intervention Plan for Excused and Unexcused Absences

Step 1: The teacher will contact the parents (or guardians) and inform the counselor at the 3rd and 5th absence.

Step 2: When a student has 6 -11 absences, a letter will be sent home and the counselor will contact families to begin support interventions.

Step 3: When a student has 12 or more absences, a letter will be sent home, the principal may call parents and a possible meeting may be scheduled to discuss necessary interventions.

Step 4: If the student's attendance does not improve after the interventions and meetings with the principal

and counselor, the principal will request a mandatory meeting with the student and parent to discuss further consequences.

Step 5: If the student's attendance still does not improve after all previous attempts have been made to resolve the problem, a Family Court Petition will be filed with the Attorney General's Office.

Guidelines on Tardiness

- Students who arrive at school after 8:00 a.m. or leave after a half day of school.
- Students who arrive at school after the first half of the school day shall be marked absent for that day.
- Tardies will be excused only if proper documentation or notification is submitted to the school office:
 1. A doctor's note (**please schedule after school hours**) or
 2. A parent's or guardian's note stating a legitimate reason, or
 3. A phone call from a parent or guardian stating a legitimate reason.
 - Legitimate reasons for tardies include the following:
 1. Medical or dental appointment with doctor's note (**please schedule after school hours**)
 2. Delayed school bus
 3. Car trouble
 4. Hazardous weather conditions (i.e. flooding, heavy rain-storm, poor road visibility)
 5. Traffic delays due to accidents
 6. Unusual circumstances approved by the principal
- Excessive Tardies may result in a meeting with the Principal/Counselor

Intervention for all tardies

Tardy concerns will be addressed similarly to absences based on the amount of time a student is missing in class due to their late arrivals. Principal and/or counselor will contact parents and, depending on the extent of time missed in school, a mandatory meeting may be scheduled.

HEALTH AND SAFETY GUIDELINES

The DOE is following the Health and Safety Guidelines. All updates guidances will be posted on our school website <https://www.eleeleschool.k12.hi.us/>

PRIOR TO COMING TO SCHOOL:

- Parents are asked to do a wellness check on your child each morning at home to determine if your child should attend school. This wellness check should include the following observations:
 - Feverish or unusually warm (has flushed cheeks). If you are able to, use a thermometer to take your child's temperature.
 - Coughing/Sneezing
 - Sore throat
 - Shortness of breath/Difficulty breathing
 - Headache/Stomach ache/Nausea
 - Muscle pain/Unusual fatigue
- If multiple symptoms are present, your child **should stay home**, please notify the office and if possible have your child checked by a physician.
- When in school, If your child is suspected of being sick, you will be contacted, and you may need to pick up your child.

- Be sure the school has updated contact information in the event that your child needs to be sent home.

Please consider keeping your child home if she/he have multiple symptoms:

- ☐ feverish or unusually warm (has flushed cheeks)
- ☐ coughing/sneezing
- ☐ sore throat
- ☐ shortness of breath/difficulty breathing
- ☐ headache/stomachache/nausea
- ☐ muscle pain/unusual fatigue

DURING THE SCHOOL DAY:

- We will follow the recommendations of our Health and Safety Guidelines.
- Students and Adults may wear a mask/shield to school and throughout the school day, as necessary. Shields are provided for all students and will remain on campus.
- Hand sanitizer and soap will be provided for all students, teachers and staff. We ask parents, if possible, please send a bottle of hand sanitizer and soap with your child.
- A limited supply of student masks will be available to students
- Custodians will follow the Health and Safety Guidelines for cleaning during the school day.
- If a child is feeling ill in school and exhibits any of the symptoms listed above he/she will be sent to the health room and parents may be called to come and pick up their child.
 - Children are to be picked up at the health room located in the office.
 - Parent will need to sign out their child
- Parents are required to pick up their child in a reasonable amount of time.

Rules and Expectations

School Behavior Expectations

Our school's expectations are based on students practicing RESPECT, RESPONSIBILITY, and SAFETY.

ELE'ELE ELEMENTARY SCHOOL-WIDE BEHAVIOR EXPECTATIONS

School Rules

These rules and expectations apply to all students on campus and online

A) Be respectful and considerate of others.

1. Use appropriate language and behaviors. No swearing, fighting, put-downs etc.
2. Respect and listen to faculty and staff.
3. Show good sportsmanship during competitive activities
4. Sit up properly and give your best attention when someone is speaking.
5. Wait patiently and in an orderly manner when at lunch, bus stop areas, etc.
6. Refrain from loitering around classroom and bathroom areas during school.
7. Put your rubbish in trash containers.
8. Respect school property.
9. Respect your own and other students' belongings.
10. Be quiet and considerate when class is in session.
11. Be on time and ready to learn

B) Be responsible for your own learning.

1. Attend school regularly. Stay home if you are sick. Be in all classes on time and ready to begin whether online or face to face.
2. Participate in assigned activities.
3. Complete and turn in all assignments and other school information on time.
4. Be responsible for your textbooks and other school materials.

C) Strive to use good health and safety practices.

1. Wash your hands before eating, after using the bathroom, etc.
2. Smoking, drinking alcohol, and using drugs are not allowed.
3. Eat healthy snacks. High sugar, high salt, and high fat foods are discouraged. **No gum chewing.**
4. Dangerous items are not allowed in school. The following are considered contraband and are prohibited: knives, sling shots and anything that may cause injury or bodily harm, cigarettes, cigarette lighters, matches, rolling paper, weapons, and toy weapons.
5. Walk in hallways, lanais, walkways, and classrooms at all times.
6. Eat school meals in the cafeteria.
7. Remain on school grounds during school hours. Obtain an off campus pass if you must leave.
8. Remain with your class. Leave only when excused or dismissed by the teacher or adult in charge.
9. Refrain from any dangerous activities such as rough contact games, throwing objects such as rocks, dirt, sand etc., climbing trees and buildings, jumping off terrace areas, piggyback riding, tackling, wrestling, and altercations (fighting) etc.
10. Remain in designated areas. Off-limit areas include playgrounds and buildings other than your own, parking lots, areas adjacent to doors and entrance ways, lavatories other than your own, all areas outside school boundaries.
11. Work out disagreements safely and fairly or seek help from an adult.

D) Follow safety practices on and off campus

1. Follow ALL bus rules
2. Wait until the bus comes to a complete stop before boarding or leaving. Walk on and off the bus respectfully. Wait your turn.
3. Listen to the JPOs/Adults on duty.
4. Cross the streets only in crosswalks and designated crossing areas.
5. Look both ways before crossing the street.
6. Stay off the school campus when school is NOT in session.

Discipline Guidelines

Effective school discipline takes a village. As parents, school staff, and students better understand behavior expectations, discipline becomes a means to improving one's self not a consequence. At 'Ele'ele Elementary our staff is committed to:

- (1) Promote and maintain a safe and secure educational environment;
- (2) Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
- (3) Deter students from acts which interfere with the purpose of education or which are self-destructive, self-defeating or anti-social; and
- (4) Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted.

Contraband

The following items are not permitted on campus at any time or at school events/activities unless students are given explicit consent by school personnel:

- roller sneakers (Heelys), skateboards, scooters
- cellular phones, iPods, or iPads/tablet devices
- DVD players, laser pointers, electronic devices
- weapons (i.e., knives, guns, including toy guns)
- gang-related symbols/items
- materials/items with sexual content
- tobacco/high energy caffeine products
- drug-related items; and
- miscellaneous materials/items that can cause injury/harm to another.

Chapter 19

'Ele'ele Elementary faculty and staff members are committed to providing a safe and peaceful environment conducive to learning for ALL students. Therefore, when a student violates rules or disobeys directives from school personnel, the administration will take appropriate action in accordance with [Chapter 19](#) rules. Copies of Chapter 19 booklets are available in the office.

The purpose of school-administered discipline is to:

1. Promote and maintain a safe and secure educational environment;
2. Teach and acknowledge proper behavior which is beneficial to the educational process and self-development;
3. Deter students from acts which interfere with the purpose of education or which are self destructive, self-defeating or anti-social; and

4. Maintain proper student conduct to ensure that educational activities and responsibilities remain uninterrupted.

Drug-Free School

All Department of Education campuses and department or school initiated activities are a Drug-Free, Tobacco-Free, and Violence-Free Zone. Students who engage in prohibited behavior during any school or department activity shall be subject to Chapter 19 disciplinary action. Everyone is expected to comply with these policies.

Dress Code

UNIFORM T-SHIRTS must be worn by students Monday through Thursday. Uniform T-shirts that have been modified (i.e., sewing, cutting, tying, etc.) are not considered acceptable uniform attire.

- The following dates are optional wear if not wearing a uniform
 - **Tuesday** - Dress for a Cause - We promote community service, healthy and kind living, etc
 - **Thursday** - All West Complex Schools Faculty and Staff support and promote College and Career Readiness with College T-Shirt Thursdays! We encourage all students and families to wear a college t-shirt every Thursday.
 - **Friday** - Students are allowed aloha attire or free dress attire

To promote a safe and positive school environment, students are expected to dress for learning. Clothing, accessories, hairstyles, or grooming that may be embarrassing to your child or offensive/distracting to others is not allowed.

- **The following are prohibited in the dress code:**
 - spaghetti straps, halter tops, tube tops, shorts/skirts higher than the longest fingertip.
 - heels more than 1-inch, shoes with cleats or wheels
 - baseball caps, visors, or any other hat worn indoors
 - Clothing which shows the midriff area (boys/girls)
 - Clothing with any inappropriate or illegal images and/or words

General Learner Outcomes (GLOs)

GLOs are the essential overarching goals for all grade levels -- from elementary through middle to high -- and all of the academic disciplines. Every content and performance standard should support the learner's progress towards these outcomes because they enable learners to lead full and productive lives.

GLO #1 Self-directed Learner

- I can finish my work on time.
- I can work quietly by myself.
- I am in charge of my own learning.

GLO #2 Community Contributor

- I can be kind and helpful.
- I can be safe and responsible.
- I can work together with others.

GLO #3 Complex Thinker

- I can think of ways to solve problems.
- I can make good choices.

GLO #4 Quality Producer

- I can tell what good work looks like.
- I can do good work.

GLO #5 Effective Communicator

- I can listen carefully and ask questions.
- I can speak clearly.

GLO #6 Effective/Ethical User of Technology

- I can use the computer responsibly.
- I can use different forms of technology effectively and ethically.

Standards-Based Education

Curriculum, Instruction and Assessment for English Language Arts and Math is guided by the Common Core State Standards. The Next Generation Science Standards are used to guide instruction in science, and currently the Hawaii Department of Education is completing its guidelines for the C3 Framework to guide Social Studies Instruction. Until that is completed schools are implementing the Hawaii Content & Performance Standards for Social Studies and other Fine Arts curriculum.

Grading

Report cards are sent home quarterly as a Status Report. This report will show how well students have met the grade level benchmarks for that quarter. Normally report cards will be sent home 10 days upon return from any of the scheduled breaks.

- Grades are calculated based on student daily work, student performance, and formative and summative assessments which demonstrates their knowledge of the priority standards identified for that quarter.
- During the quarter, teachers will communicate with parents should the child's performance fall below expectations.
 - This scale is used for Grades 1-5:
 - **ME** Meets with Excellence
 - **MP** Meets Proficiency
 - **DP** Developing Proficiency
 - **WB** Well Below Proficiency
 - **NA** Not applicable at this time
 - **SC** See Teacher Comments
 - This scale is used for Kindergarten:
 - **MP** Meets with Proficiency
 - **DP** Developing Proficiency
 - **NY** Not Yet
 - **/** Not applicable at this time
 - **SC** See Teacher Comments

Citizenship Awards:

- **GLOing Star Awards**(General Learner Outcomes) are given each quarter when a student demonstrates: 1) working well with others, 2) being self-directed, 3) producing quality work/performances, 4) using technology ethically and effectively 5) effectively communicating in writing and speaking, and 6) integrating information to solve problems/challenges. Students must receive ratings on the GLOs of 4: "Consistently demonstrates" or 3. "Usually demonstrates"
- **Super GLOs Awards** are given each quarter to students with all GLO ratings of 4. "Consistently demonstrates"
- **Academic Awards** are given for Students in Grades 4-5 who earn ME or MP in Language Arts, Math,

Science and Social Studies.

- **Perfect Attendance** is given at the end of each quarter.

PSAP

To promote a smooth transition and to address adjustment needs during the school year, `Ele`ele Elementary offers services through the Primary School Adjustment Project (PSAP). Staff focus on the development of children's understanding of themselves and their ability to function productively in a school setting. Parent, teacher, PSAP staff and the school counselor provide a team approach to ensure successful experiences for young children.

Parents as Our Partners

Hui Kuka and Student-led Conferences

Parents/guardians are vital to their child's academic achievement. Discussions between teacher and parent/guardian are essential to know the strengths and challenges of each child. Conferences are held each semester to inform parents what will be expected, what will be taught, what the assessment indicates, and how they can support their child's learning program.

School Community Council

E Kuilima (To come together to tackle a given task), `Ele`ele Elementary's School Community Council was created to support school improvement and the academic achievement of students through increased community involvement in the school. Parents are encouraged to participate and seriously consider being a Council member.

PTSA

The Parent/Teacher/ Student Association is organized to support classroom and school activities. A new playground module, transportation for grade level field trips, Welcome Back, and Volunteer Recognition dinners are a few of the projects the PTSA has funded primarily through its annual fundraisers.

Parent involvement is crucial to the health and well-being of a child. Research proves that parent involvement has a positive effect on student success. As a parent, you are the most important influence in your child's success in school and in life. In this role, you have a fresh opportunity every day to get involved with your child.

Parent involvement in their children's education allows children to perform better in school and better deal with some of the challenges of growing up (i.e., being a good friend, peer pressure, reporting incidents, etc.). When parents are involved, children achieve more, schools perform better, and teacher morale improves. Ultimately, communities are stronger when parents get involved.

-The National Parent and Teacher Association Website

Provide a nurturing environment.

An environment

- which respects children as individuals,
- which communicates an understanding of their needs,
- which surrounds them with warmth and nurturing love, and
- which provides them with the best chance of succeeding academically and developing into an emotionally healthy human being.

*-From **Parents are Teachers, too** (Author: Claudia Jones; Distributor: Funk & Wagnalls Corp.)*

‘Ele‘ele Elementary Home-School Compact

Vision

Working Together for Our Children’s Future

Mission

The ‘Ele‘ele School community will provide a nurturing, supportive, standards-based education which guides all students toward a life of continuous learning.

Belief Statements

- All students can learn.
- Administrators, teachers, staff, parents, students, and community members share in the responsibility for providing a supportive learning environment within our school.
- High expectations lead to quality student work and performances.
- Confident, self-directed, lifelong learners are the result of everyone’s commitment to continuous improvement.
- Students will be provided with a variety of instructional approaches to foster complex thinking and problem solving skills.
- Content standards, performance standards, and assessment guide the design.

General Learner Outcomes (GLOs) - the goals of standards-based learning in all content areas:

- **Self-Directed Learner:** The ability to be responsible for one's own learning
- **Community Contributor:** The understanding that it is essential for human beings to work together
- **Complex Thinker:** The ability to be involved in complex thinking and problem solving
- **Quality Producer:** The ability to recognize and produce quality performance and quality products
- **Effective Communicator:** the ability to communicate effectively
- **Effective and Ethical User of Technology:** the ability to use a variety of technology effectively and ethically.

Teachers use the Common Core State Standards to guide their instruction for English Language Arts and Math, the Next Generation Science Standards and the C3 Framework for Social Studies. The Hawaii Content & Performance Standards are used to guide instruction for all other subject areas.

Parent’s/Guardian’s Agreement

I want my child to achieve and I will encourage him/her by doing the following:

- See that my child attends school regularly and on time
- Support the school in its discipline plan and dress code
- Establish a schedule and provide a quiet/lighted place for study
- Encourage, be aware of, and support my child’s learning
- Review and sign my child’s student planner/communication log
- Check the Thursday Envelope for important information and forms that need to be signed
- Provide/replace school supplies as needed (pencils, paper, glue, crayons, etc.)
- Volunteer in my child’s classroom when possible.
- Communicate regularly with my child’s teacher
- Participate in decisions related to the education of my child
- Attend all conferences/meetings for my child

Student's Agreement

It is important that I do my best and I will do the following with the GLOs in mind

- Attend school on time with a positive attitude about learning
- Be alert and ready to work and learn
- Be prepared with pencils, paper, and school supplies/materials
- Complete daily homework during study time and return all assignments on time
- Follow classroom and school rules

Teacher's Agreement

It is important that students achieve and I will do the following:

- Guide and counsel students according to his or her needs
- Use a variety of activities to make learning meaningful
- Use appropriate teaching strategies and materials for different learning styles
- Participate in professional development activities
- Provide homework and answer questions about assignments
- Report student progress and provide timely feedback to parents.
- Provide high quality curriculum and instruction.
- Provides a supportive and effective learning environment that enables students to meet state standards.
- Ensure regular two-way, meaningful communication with family members.

Principal's Agreement

I support 'Ele'ele Elementary School's Compact and I will do the following:

- Provide a supportive environment that allows for communication between student, parent, and teacher
- Ensure teachers provide classroom instruction that accommodates the needs of all students
- Provide professional/personal development opportunities for school community groups to learn
- Provide a safe environment for everyone to work, learn, and play.
- Ensure teachers have high quality curriculum that meets the needs of all students.
- Provide a plan for schoolwide parent-teacher conferences.
- Ensure that parents have reasonable access to staff with opportunities to volunteer

COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)

CSSS Enables ALL students to achieve the Vision of a Hawai'i Public School Graduate

ALL students—even the most resilient—will need help sometimes. The Comprehensive Student Support System (CSSS) is a collaborative effort involving the family, Department of Education, as well as community resources and assistance so each child will meet the educational standards for his or her grade-level. CSSS provides a comprehensive support system that establishes conditions so all children can learn to meet Common Core State Standards, General Learner Outcomes, and attain the Vision of a Hawaii Public School Graduate.

Family members and school officials make decisions that are meaningful to a child's welfare. The collaborative decision-making process ensures that support services match the complexity and frequency of a child's needs and can be delivered in a timely and efficient manner.

Management and practices based on systematic and rigorous assessments are essential for accountability and continuous improvement. Some of the school-level support services available:

Instructional-

- * Special Education
- * English Language Learners
- * Primary School Adjustment Program
- * Response to Intervention
- * Positive Behavior Intervention
- * Academic Interventions
- * Accelerated Math, Accelerated Reading
- * Computer Education
- * Career Awareness
- * Counseling Support System

Parent Involvement

- * School Community Council
- * Kinder Kamp
- * Valentine Lunch with parents
- * Parent Teacher Student Association
- * School-wide recycling
- * family movie nights
- * Student planners/logbooks, Thursday Envelopes, newsletters, school website
- * Volunteer for School events via PCNC
- * Parent/Family events during the evenings
- * Keiki Steps, Jump Start Programs
- * Family Pumpkin Carving Night
- * Hui Kuka and Student-led Conferences
- * fundraising efforts

Hawaii State Board of Education POLICY 101-14 FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

- Building the capacity of staff and families to engage in partnerships;
- Aligning with school achievement goals and connecting families to the teaching and learning goals for the students;
- Taking a comprehensive and coordinated approach to family school engagement and community partnerships;
- Addressing family school engagement/partnership in strategic planning processes;
- Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;
- Embracing the diverse cultures, languages, strengths and needs of all families;
- Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services.
- Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:
 - Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
 - Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.
 - Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have

- regular opportunities to strengthen their knowledge and skills to do so effectively.
- o Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - o Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
 - o Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Rationale: The Board of Education (“Board”) recognizes that a child’s growth and educational success are responsibilities and goals shared by the Department of Education (“Department”), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

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[Approved: 06/16/2015 (as Board Policy 101.14); amended: 06/21/2016 (renumbered as Board Policy 101-14)]
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