

DreamHouse *'Ewa Beach*



Student & Parent *Handbook*

Table Of Contents

About DreamHouse 'Ewa Beach Public Charter School

- Mission
- Vision
- How we are unique
- History

Learning Expectations

- Curriculum
- Student Support Services
- Grade Promotion
- Attendance
- Grades/Report Cards
- Special Education
- Field Trips
- Technology
- Dress Code
- Classroom Expectation
- Celebrating Student Achievements

Discipline | Restorative Practices

- Definition
- Principles
- Timeline
- Tools

Parent Expectations

- Communication
- Ohana Engagement Series

About DreamHouse 'Ewa Beach Public Charter School

MISSION

Our mission is to empower homegrown leaders through values driven leadership development, bold 21st century skill building and a passionate commitment to our island community.

VISION

Our graduates will be homegrown leaders of Hawai'i.

HOW WE ARE UNIQUE

Unique School Model

We have collaboratively built a public school model alongside community stakeholders that has a vision, mission, and design centered on leadership and identity development for the purpose of building local change agents committed to our islands.

Our school reports to a local board, our families, and our children. We are nimble and flexible to the demands of our local community and context.

Core Competencies

Voice - Identity - Servant Leadership - Community - Consciousness – these are the five “CORE COMPETENCIES” that our children develop as part of our curriculum, programming, and culture. This is what makes our kids different. This is what will differentiate our graduates.

Our Own Curriculum

We developed a curriculum through different learning and development frameworks that accentuates leadership development and identity transformation.

Interactive Growth Process

DreamHouse will be built one grade at a time, allowing strategy and thoughtfulness to shape the course of our growth and impact as we build from 6th to 12th grade over the course of seven years. 2019 - 6th grade begins at Laulani Village. 2020 - 6th grade rolls up to 7th, new 6th grade cohort joins, and growth site opens at Kalaeloa. Add one grade at a time until the 2025-26 school year at which DreamHouse will reach capacity with 700 students across grades 6-12.

Unique Schedule

Beyond core courses, we have daily student-led learning tutorials as well as a dedicated leadership and identity development block called LEAD; our students are at the center of learning spaces that are differentiated and unique.

HISTORY

Since 2012, a group of educators, parents, and community members have been working to design a public charter school in the 'Ewa region. DreamHouse 'Ewa Beach was conceived to alleviate overcrowding and offer families another option at the secondary level.

DreamHouse 'Ewa Beach is Hawai'i's newest public charter school, approved in July 2017, and launched in August 2019 with a 100-student 6th grade cohort. The school is chartered to grow each year, adding a 100-student grade until the 2025-26 school year at which point it will be a 700-student, middle and high school, serving children grade 6-12 in the Leeward region of O'ahu.

Learning Expectations

PROJECT- AND PLACE-BASED CURRICULUM

DreamHouse curriculum is non-scripted, built in-house, rigorous, and grounded in a local context; our curriculum offers local text, methodology, language, and concepts. We continue to evolve and develop this curriculum to incorporate 'Ewa Beach, our students' cultures, our families, and our community's values. Contextual learning highlights our commitment to connecting with 'Ewa Beach's children and families, and building a school around context, local knowledge, our islands, and the very real challenges and opportunities that exist.

As a public charter school, DreamHouse conducts iReady and SBA assessments. iReady assessments for reading and math are conducted 2x a year to provide instructional coaches baseline data of each student leader. iReady is not used as a part of everyday teaching strategies. SBA assessments are conducted in April of each year as required by the State of Hawai'i as a measurement tool ensuring students are meeting the national standards.

STUDENT SUCCESS SERVICES

The student success team which includes the Chief Student Success Officer, Student Success Manager, Ohana Engagement Manager, and Special Education educators, holds and implements a vision for integrated student support and encouragement that enables every student to succeed. The student success team oversees the daily student experience by ensuring that every student's needs are met, while also resourcing instructional coaches, the school, and parents with adequate information and support strategies. Key areas include, but are not limited to; (1) leadership; (2) student services management; and (3) culture of achievement.

1. Leadership - Establish and maintain a culture of high expectation, differentiation, and encouragement through clear academic expectations and support strategies
2. Student Services Management - Design innovative support structures and systems for a diverse range of learners.
3. Culture of Achievement - Design, teach, and lead professional development with an emphasis on special support services, differentiation, an active RTI model, data analysis, etc.

GRADE PROMOTION

DreamHouse promotion is based on academic performance and successful student progress toward identified benchmarks specified in applicable performance standards approved by the Board of Education. Students shall be promoted based on their demonstration of proficiency with respect to applicable standards of academic achievement, character development, and social-emotional progress.

It is required for BOTH students and parent/guardian to participate in the end-of-year portfolio presentation and defense that allows each student leader the opportunity to present their learning and growth throughout the year in academics, leadership, and identity; this is the culminating project and experience to earn grade promotion.

ATTENDANCE

Students are expected to attend school daily and be on time. The official school day for students begins at 8:00 AM, and the school day ends at 3:00 PM, except on Fridays when the school day ends at 2:00 PM. Attendance is taken at the start of every class period.

PRESENT means that the student is physically present in school or in a scheduled class.

ABSENT means that the student is not physically present in school or in a scheduled class. Students are either present or absent.

A student is TARDY if arriving at a class period 5 minutes after the start of class.

Students who arrive at school after 8:05 will need to check in with the front office prior to going to their classroom.

Students are considered chronically absent when they accumulate 15 absences. Students are considered excessively tardy when they accumulate 15 tardies. Progressive action will be taken to address and prevent chronic absenteeism and excessive tardiness. Students who are chronically absent or excessively tardy may result in a referral to Family Court.

GRADES/REPORT CARDS

Grades are only one measure of progress and achievement for all student leaders. Report cards provide parents and students a clear measure of the academic progress and proficiency with respect to the standards approved by the Board of Education. The table below outlines the timeline in which grades will be distributed. If there are any questions regarding grades or performance, contact the instructional leader of the content area directly. Contact information for all staff can be found on dreamhouseewabeach.org

<u>QUARTER DATES</u>	<u>MID PROGRESS REPORT DEADLINE FOR ALL STUDENTS</u>	<u>REPORT CARD DISTRIBUTION</u>
Q1 - Aug 1 - Sept 30 2022	Week of September 6th - 9th 2022	Wednesday, October 19, 2022
Q2 - Oct. 10 - Dec 16 2022	Week of November 7th - 11th 2022	Wednesday, January 11, 2023
Q3 - Jan. 3 - March 10, 2023	Week of February 6th - 10th 2023	Wednesday, March 29, 2023
Q4 - Mar. 20 - May 26, 2023	Week of April 24th - 28th 2023	Wednesday, May 31, 2023

SPECIAL EDUCATION

Dreamhouse 'Ewa Beach is a school of choice. We operate as a full inclusive learning environment where the student leader will participate with their non-disabled peers in English, Math, Science, Social Studies, Electives, Office Hours, Extra Curricular activities, and all Dreamhouse events.

Dreamhouse does not exclude students with exceptionalities from learning experiences. The traditional settings of: Resource(pull out), Full Self- Contained, or private/separate place for special services does not exist at Dreamhouse Ewa Beach.

FIELD TRIPS

Field trips enrich and expand the curriculum, strengthen observation skills by immersing children into sensory activities, increase children's knowledge in a particular subject area and expand children's awareness of their own community.

Students and chaperones are subject to the same rules and regulations they would be if they were on school grounds. Field trips are extensions of learning and considered to be a privilege to participate and learn from other experts within the community.

Students must have a written permission in order to participate in all trips. As a condition of participation in any off-campus trip, the student and parent/guardian shall, prior to the departure date, complete and sign the field trip permission form.

TECHNOLOGY

IPADS

DreamHouse 'Ewa Beach PCS is committed to a 1:1 iPad initiative. By providing each student a device, students will have continuous access to a wide range of software, electronic documents, the Internet, and other digital resources for teaching and learning.

At the time a student leader signs out a device, they will be responsible for taking the necessary precautions to protect the equipment and to store it in a manner that provides adequate protection when it is and not in use, thus not subjecting the device to possible theft or damage. If it is determined that loss or damage is a result of negligence, the student will be held financially responsible for the repair or replacement of the device.

DreamHouse issued ipads are monitored by administration. Any inappropriate usage will result in the loss of privileges. Equipment will be used in line with the vision, mission, and values of the school.

CELL PHONES

DreamHouse instructional coaches create fun, innovative, and engaging curriculum that is relatable, thought provoking and accessible to all students. Cell phones have become the number one distraction and barrier to students receiving the information and experiences provided to them. Through classroom observations and parent and coach feedback, DreamHouse has implemented a NO PHONE policy.

All students are provided with a school-issued iPad. Cell phones are not to be used at any time while class is in session. The use of cell phones to access content is not acceptable. If a student is not prepared with their school-issued iPad, they will be given access to content via paper version and will be responsible for submitting assignments online when completed.

The recording, posting, and sharing of students in a detrimental and harmful manner is not permitted. It is the culture of DreamHouse to act as leaders and call in those who cause harm. Posting images and videos of others in a light that does not reflect their best self or who they are is harmful to the individual, the community, and the family.

Violators of the cell phone policy will result in (1) phone taken away for the remainder of the day (2) a call home to review and discuss expectations and harm, and (3) submission of phone every morning to the front office prior to the start of class.

DRESS EXPECTATIONS / CODE

School uniforms are more than just clothes - they are our team jerseys and our commitment to elevating expectations for our school, students, and the story of DreamHouse. With many eyes on our school and students, and the story we are writing together, we realize that appearance and impressions have an impact on our learning environment and reputation within our local community. What you wear to DreamHouses matters.

Students will wear our DreamHouse team uniforms on a daily basis as part of the opportunity to make a positive, lasting impression and impact through our collective approach to appearance and dress.

Students are to wear DreamHouse polo everyday with the exception of Friday, where any DreamHouse top is acceptable. Bottoms are to be any school uniform bottom, jeans with no holes/rips/patches, or walking shorts. DreamHouse pedagogy is driven by place-based learning and involves being outdoors frequently. For the safety of our students, cover toed shoes are also a requirement of the dress code.

Students who are not in line with dress code will be asked to call their parent/guardian to provide them a change of clothes prior to the end of school.

CLASSROOM EXPECTATIONS

Classroom expectations may vary from classroom to classroom, but in order to provide a safe, brave, and conducive learning environment these classroom expectations are mandatory for all students in all classrooms.

- All students will learn, practice, and embody DreamHouse core competencies of Voice, Identity Affirmation, Servant Leadership, Commitment to Community, and Consciousness.
- Students will call in their peers who are causing harm to their community.
- Students will respect each other and their coach through the understanding of impact vs intent.
- Students will take pride in their space by ensuring classroom cleanliness.

CELEBRATING STUDENT ACHIEVEMENTS

Celebrating a student's achievements can help maintain motivation and commitment to continuous effort and hard work. Celebrations are not only a form of encouragement, they also drive students to stay on track and stay motivated with their learning. When students feel reassured and supported by parents and coaches who acknowledge their success, it leads them to continue working hard towards their personal goals. Celebrating student achievements need to take place in both classrooms and at home on a daily basis.

Developmental Discipline | Restorative Practices

DEFINITION

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through emphasizing the importance of trusting relationships as central to building community and repairing relationships when harm has occurred.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when we do things with them, rather than to them or for them.

Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every student leader, coach, and parent volunteers feel that they are seen, heard, and respected.

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

PRINCIPLES

The following principles reflect the values and concepts for implementing restorative practices and discipline at DreamHouse.

- Acknowledges that relationships are central to building community.
- Ensures equity of voice among all members of the community. All voices are valued, everyone is heard.
- Establishes a culture of high expectations with high support, emphasizing doing things "WITH" not "TO" or "FOR".
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule-breaking.
- Engages in collaborative problem solving.
- Enhances accountability, responsibility and empowers change and growth for all members of the community

Restorative practice at DreamHouse will take the following steps:

1. Focus primarily on relationships and secondarily on rules.
2. Give voice to the person(s) harmed.
3. Give voice to the person(s) who caused the harm.
4. Engage in collaborative problem-solving.
5. Enhance Responsibility.
6. Empower Change and Growth.
7. Plan for Restoration.

TIMELINE

The programming - content, curriculum, leadership development - and culture of DreamHouse is focused on allowing children to be the best versions of their most authentic selves. The coaches, the building, furniture, schedule, resources - all of these components come together to create a robust, safe, enjoyable learning environment.

At times, however, student leaders will make decisions that are adverse to the positive culture and community that DreamHouse is working so hard to create, together. The following will occur if and when a child decides to act or speak in a way that is harmful to peers, coaches, and the community of DreamHouse:

- Gentle redirection - Coach prompts student leader to redirect behavior;
- Reflection - Coach asks child to, in or out of class, reflect on their behavior and impact to those around them;

- Additional conversation - Coach asks the student leader to engage in an additional conversation with a member of the broader DreamHouse team (Student Success Team, school leadership, another grade level coach, etc.)

FIRST INSTANCE

If it is deemed that the action by the student qualifies as a more serious offense, as evidenced and determined by the Coach, and as aligned to the guidelines laid out in the Hawai'i Board of Education's Chapter 19 policies, the following will occur:

- Restorative conversation with child, family, stakeholders;
- Additional programming and support to engage child in different behaviors;
- Possibility of an in- or out-of-school temporary separation (i.e. suspension);
- Additional measures as communicated with family and child.

In addition, actions that fall under this category will result in the child having a formal, written, and documented behavioral entry into the DreamHouse student information system. Beginning in SY22-23, three such entries will result in a discussion around separation from DreamHouse. This boundary-setting has been encouraged by families, teachers, board members, students, and stakeholders in order to (a) emphasize the privilege and opportunity that exists with regard to making it into DreamHouse through the lottery, and also (b) to maintain a certain level of decorum and set of expectations that we, collectively, can agreed upon. Put simply, there are not an unlimited number of chances or opportunities to inflict pain on the DreamHouse community through words and actions that do not result in such actions catching up to a student and resulting in separation. All decisions and conversations will be documented, neutral, coordinated with and communicated with families, board, and additional and appropriate stakeholders (i.e. charter commission).

SECOND INSTANCE

Following the first instance, if the student is to commit a second offense that is deemed to be aggravated or egregious, the student will be temporarily separated from DreamHouse in the form of an in- or out-of-school suspension, and the student will officially be put on (a) a behavioral improvement plan, and (b) probation. Our intention is to allow kids a "second chance" while also making very clear the expectations and boundaries of being part of the DreamHouse community.

THIRD INSTANCE

If after the first instance, the second instance (including improvement plan and probation), there is a third instance of egregious, negative behavior that is detrimental to the safety, growth, development, and experience of other students, coaches, and DreamHouse community members, the DreamHouse leadership team - in collaboration with parents and additional stakeholders - will have a conversation as to whether or not DreamHouse is the right educational and developmental setting for the child. Please note - it should be very difficult to get to this point. There are layers of support, development, and communication that preclude such a decision taking place. However, in order to safely and effectively operate a growing public charter school, boundaries are important to clearly lay out expectations, goals, and the culture of DreamHouse.

Parent Expectations

COMMUNICATION

DreamHouse 'Ewa Beach communicates primarily through email. Please ensure that @dreamhouseewabeach.org is tagged as not spam. General questions should be directed to the front office at 808-437-7771 or info@dreamhouseewabeach.org.

Questions in regards to student performance in class, should be directed directly to the coach in the subject matter. Emails of all DreamHouse coaches can be found on the website at dreamhouseewabeach.org.

OHANA ENGAGEMENT SERIES

DreamHouse Ewa Beach commitment to community extends beyond the classroom walls. We believe that student success can be best achieved when the family is also engaged and involved in the growth of their child through not only academics, but through social emotional learning (SEL) and identity development.

Ohana Engagement Series will occur four (4) times a year. It is REQUIRED that all families participate in at least one of these sessions. These sessions will help inform, empower, and provide skills needed to support your student leader.

By signing this booklet, you acknowledge that you have read and understand the expectations and role of the school, parents, and student leaders as it aligns to our mission to empower homegrown leaders through values driven leadership development, bold 21st century skill building and a passionate commitment to our island community.
