

Island Pacific Academy

# Parent / Student Handbook

2009 - 2010



Grades Pre-K - 5

## TABLE OF CONTENTS

<b>A Model for Elementary School: A New Vision for Learning</b>		<b>Student Health and Emergency Procedures</b>	
Elementary Philosophy .....	3	Immunizations .....	20
Mission Statement .....	5	Attendance at School .....	21
School History .....	5	Contagious Conditions .....	21
School Year Calendar .....	6	Pupil Medication .....	21
Office Hours .....	7	Emergency Drills .....	22
Daily Schedule .....	7		
<b>Communication with the School .....</b>	<b>7</b>	<b>Academic Policies and Procedures</b>	
Edline		Weekly Updates .....	23
Telephone		Report Cards .....	23
Conferences		Conferences .....	23
Back to School Night		Field Trips .....	23
Visits to Campus & Classroom		Assessment .....	24
		Homework Policy .....	25
		Computer and Internet Acceptable	
		Use Policy .....	27
<b>School Program Information and Policies</b>			
Visitors to Campus .....	8		
Attendance Policy .....	8		
Unexcused Absences.....	9		
Extended Absences.....	9		
Tardiness .....	10		
Arrival Time.....	10		
Dismissal .....	11		
Lunch .....	12		
Uniforms .....	12		
Personal Appearance .....	13		
Class Parties/Special Events .....	13		
Electronic Devices .....	14		
Parents as Collaborators with the			
School .....	14		
School Environment/Culture .....	15		
Civility Policy .....	15		
IPA Agreement System .....	16		
Harassment, Hazing and			
Intimidation .....	18		
Behavioral Probation .....	18		
Suspensions and Expulsions .....	18		
Mediation .....	19		

# **A MODEL FOR ELEMENTARY SCHOOL: A NEW VISION FOR LEARNING**

## **Elementary Philosophy**

**“I hear and I forget. I see and I remember. I do and I understand.”**

**Chinese Proverb**

Island Pacific Academy is child-centered. Our aim is to provide a multi-sensorial program that engages the children constantly in their own learning allowing each to discover – and to understand – by doing. We are a community of learners who believe that learning is a lifelong endeavor. We believe that the joy and excitement of learning must begin early in life. Therefore, we place a high premium on developing the desire in our students to become critical thinkers and independent, lifelong learners. Our program is driven always by what is best for the children.

The elementary program at IPA provides developmentally appropriate opportunities for children to grow academically, creatively, physically and socially. We assist our students in realizing their intellectual, emotional, social, creative, and physical potential by promoting academic achievement, character development, self-reliance, self-confidence and independent thought.

We are committed to using innovative educational practices that best foster each child’s development and have endeavored to incorporate into our program the most current research into brain development. Our classrooms are student-centered learning environments where children are encouraged to face challenges, learn through experimentation, and think critically in order to become individuals who are imaginative, independent and self-reliant.

We provide a well developed, clearly-defined interdisciplinary curriculum which considers, understands and responds to the needs of each child in a developmentally appropriate way. Foreign language, music, art, and physical education are part of the core. Spiraling (integrating and revisiting curriculum) and continuity are intentional and support transition from one grade to another. Homework is purposeful, not on purpose, and is given only when it is supportive of curriculum, not for its own sake.

The content of our curriculum is selected and instruction designed to develop children’s self-esteem, sense of competence, critical thinking skills and enthusiasm for learning. Direct instruction, a necessary and important part of learning is enhanced through the use of hands-on activities and inquiry based projects. Faculty guide student’s involvement in these activities by extending children’s ideas, responding to their questions, engaging them in conversations and challenging their thinking. Our elementary faculty also recognizes the importance of a differential curriculum in order to meet the needs of all students and will therefore engage students in an intensive, integrated curriculum,

mindful of individual learning styles. Acceleration and enrichment are provided for in an atmosphere where risk and exploration can occur.

The elementary program equips students with the skills to analyze problems logically and creatively, to develop appropriate problem-solving strategies, and to apply those strategies confidently and effectively. Our program enables students to develop the ability to communicate well, verbally and in writing, recognizing that genuine communication involves learning to question, analyze, and probe in the pursuit of understanding.

In elementary school, progress is evaluated through a combination of portfolio assessment, teacher observation, and formal and informal skills assessment. Narrative reports and skills checklists replace traditional letter grades to reflect the complex nature of learning.

IPA seeks a student body that reflects the rich cultural diversity of Hawaii. In evaluating applications for admission, we strive to make a match between the school's program and mission and the student's aspirations and needs. Admissions decisions are based on several factors including previous academic work and teacher recommendation, and age-appropriate assessments. Above all, we look for students who demonstrate a willingness and eagerness to learn and to extend themselves embracing the qualities of personal integrity, responsibility, respect for others, and a desire to always do one's best.

Children are taught respect for others and responsibility for themselves. They are encouraged to work co-operatively. Clear and consistent expectations for responsible behavior are communicated so that children may learn in a secure and happy environment. IPA is committed to service learning, with well-defined core, social and service objectives and activities. We believe that creating community, resolving differences, and treating one another with honesty, care and respect are also important lifetime skills we impart to our students.

As a faculty we are committed to an evolutionary model of education that changes to meet the needs of our dynamic community. We will continually review and refine our curriculum as we believe deep understanding and transformative learning happen when teachers work closely with students to inquire, engage and create.

Daniel E. White  
Headmaster

Sue Miller  
Elementary School Principal

## **ISLAND PACIFIC ACADEMY**

### **Mission Statement**

*Island Pacific Academy has grounded its educational program in a mission to provide an environment where students develop:*

*Strength of character, based upon such core values as respect for others, generosity of spirit and the power of human kindness, and become good citizens of their communities;*

*Commitment to become involved citizens of their communities and the world who understand and practice democratic values;*

*Confidence to maximize the use of their intellectual, academic, physical, artistic and creative gifts in preparation for college as life-long learners;*

*Recognition of each individual's value.*

### **School History**

Island Pacific Academy was founded in 2003 and enrolled its first students in September 2004. The concept of an independent, college preparatory, non-sectarian school in Kapolei had been advanced by the Campbell Estate for a number of years. In late 2002 Dr. Daniel White was retained as the founding headmaster to begin planning the curriculum and program elements of the school and establish the various systems necessary to open the school in 2004.

Under the leadership of Larry Caster, an organizing Board of Trustees was formed to develop and approve bylaws and the mission of the school as well as operational policies. The school achieved 501(c)(3) tax-exempt status in 2003. IPA exists as a completely independent non-profit corporation, governed by its board of trustees, with day-to-day operational supervision under the direction of the headmaster.

Founding faculty members were identified in the summer of 2003 and began meeting monthly with Headmaster White to plan a clear scope and sequence for language arts and mathematics instruction, as well as social studies and science curriculum. From the start a commitment was made to employ specialists for studio art, music, physical education, and foreign language instruction, beginning with Kindergarten.

Ground was broken in March 2004 for the first building, with a blessing celebration held on May 26. The school opened September 13, 2004, with approximately 200 students in grades pre-kindergarten through seven. The school opened additional sections in grades K through 7 in the 2005-06 school year, and added grade 8, increasing the school's student population to over 380. Work on the second phase of the campus began in August 2005. In July 2006, the second building opened, housing the Middle and Upper School programs. The Upper School opened offering grade 9 in the 2006-07 school year, and the Middle School grades were expanded. 2010 will be IPA's 1<sup>st</sup> High School Commencement.

# ISLAND PACIFIC ACADEMY

## *SCHOOL CALENDAR* 2009-2010

Wednesday August 26	First Day of School
Monday, September 7	Labor Day - <i>School Closed</i>
Tuesday, September 15	BACK TO SCHOOL NIGHT – Grades PK-5
Monday, October 12	Discoverer’s Day - <i>School Closed</i>
Tuesday, October 13	Faculty Professional Day – <i>School Closed</i>
Monday-Tuesday, October 26-27	Fall Parent Conferences – <i>No Classes</i>
Wednesday-Friday, October 28-30	Fall Break – <i>School Closed</i>
Friday, November 6	First Quarter Ends
Friday, November 11	Veteran’s Day - <i>School Closed</i>
Thursday-Friday, November 26-27	Thanksgiving Break - <i>School Closed</i>
Monday, December 21, 2009- Friday, January 1, 2010	Winter Break - <i>School Closed</i>
Monday, January 4, 2010	Instruction resumes
Monday, January 18	Martin Luther King Day - <i>School Closed</i>
Friday, January 22	First Semester Ends
Monday, February 15	President’s Day - <i>School Closed</i>
Tuesday, February 16	Faculty Professional Day – <i>School Closed</i>
Thursday-Friday, March 18-19	Spring Parent Conferences – <i>No Classes</i>
Monday-Friday, March 22-26	Spring Break - <i>School Closed</i>
Friday, April 1	Third Quarter Ends
Friday, April 2	Good Friday – <i>School Closed</i>
Friday, April 23	Faculty Professional Day – <i>School Closed</i>
Monday, May 31	Memorial Day – <i>School Closed</i>
Friday, June 4	Last Day of School – School Day Ends 11:00 a.m.

## **Office Hours**

The Elementary School Office will open at 7:15 a.m. on all days that school is in session and close at 3:30 p.m.

The Administrative Offices are located in the Upper School building and are open from 8:00 a.m. - 4:00 p.m.

Before School YMCA Care: 6:00-8:00 a.m.

After School Care (provided by IPA): 3:00-6:00 p.m.

For families interested in these extra programs, more information will be provided.

## **Daily Instructional Schedule for Grades Pre-K-5**

Pre-K: 8:30 a.m. – 2:30 p.m.

K-5: 8:00 a.m. – 3:00 p.m.

Class schedules with lunch and recess periods will be provided by individual classroom teachers.

Early Drop-Off: Pre-K students have the option of beginning their day between 7:45 a.m. to 8.30 a.m. with actual instructional time starting at 8:30 a.m.

In order to keep your children safe, **they must not be dropped off on campus before 7:30 a.m. (Pre-K – 7:45 am) if not enrolled in a before school care program.** This includes leaving them with a middle or upper school child. **A \$25 fee will be charged for any elementary child left on campus before 7:30 a.m.** This fee will be charged for each occurrence as child care must be provided by the school for your child's safety. Child care is available through the YMCA anytime after 6:00 a.m. The Elementary building will open at 7:30 a.m. and individual classrooms will open at 7:45a.m.

## **COMMUNICATION WITH THE SCHOOL**

Regular communication between the school and parents helps to create an optimal learning environment for students. There are several formal means of communication available for school-parent contacts, and we encourage parents to feel free to e-mail, telephone or come to campus to talk about their child's progress.

### **Edline:**

Island Pacific Academy utilizes Edline, an internet access portal that enables parents to go online to read about their child's progress and other school information. IPA teachers regularly post information which is accessible only by password to parents and students. Information about how Edline works is shared with all families new to the school at the beginning of their enrollment at the school.

**Telephone:**

All IPA teachers have voice mailboxes at the school. A list of telephone numbers will be provided separately. Teachers will endeavor to return phone calls as quickly as possible but generally not during the instructional day.

**Conferences:**

Parent-teacher conferences are an important part of the school's connection with families. Formal conferences, when school is not in session, are scheduled well in advance and occur twice yearly. Teachers and parents may arrange individual conferences by agreement at any point in the school year.

**Back-to-School Night:**

Each September, the faculty hosts the parents of their students for Back-to-School Night, held two to three weeks after the start of school. At Back-to-School Night, the teachers present an overview of the academic program for the year in that grade or subject. Back-to-School Night is an opportunity to meet other parents and ask questions about the curriculum, teaching strategies, field trips or other topics related to each class for that year.

**Visits to Campus and Classroom:**

School parents are encouraged to visit the school, and volunteer help from parents is welcomed. However, we ask that parents and other visitors be mindful of the fact that their presence can be a potential source of distraction for students. So as to avoid circumstances where too many visitors are present at once, we ask that parents and other visitors arrange ahead of time with the classroom teacher regarding a time to visit. Even if you have arranged with the teacher to be present in the classroom, **ALL VISITORS MUST** stop by the school office to let the office staff know you are on campus, sign in the visitor book and get a visitor pass to wear while at school.

**SCHOOL PROGRAM INFORMATION AND POLICIES**

**Visitors to Campus**

All visitors to campus, including parents or guardians, are expected to come first to the school office to check in with the Administrative Assistant, even if the visit is to a teacher on a pre-arranged basis.

**Attendance Policy**

Consistent attendance at school is important; long or frequent periods of absence may affect a child's ability to progress academically. At IPA we assume that students will miss school no more than 20 days in an academic school year. Instances where students miss school more than 20 days per year for serious illness or other unusual circumstances

will be evaluated individually to determine whether the student is ready to advance to the next grade level in a subsequent year.

If your child is going to be absent, please let the school know as early in the day as possible. On the day of absence, report the absence to the front office at 674-3580 before 8:00a.m. Please leave a voice message stating your child's name, grade level, teacher and nature of the absence. Absences (due to illness) of more than 3 days require a note from the physician. It is best if you can make routine doctor appointments early in the day or near the end of the school day, so as to disrupt the student's day at school as little as possible.

Whenever a parent or guardian picks up a child for a medical or dental appointment, the school parent and child check out at the office so that we can account for all of our children at all times. If a student comes late to school, or comes back after leaving for an appointment, the student must check in at the front office with the Administrative Assistant.

Parents do not need to contact the school for homework requests when the student is absent as the nature of missed assignments and requirements for completing homework will be determined by the classroom teacher and provided to the student upon return to school.

### **Unexcused Absences**

It is expected that unless a child is ill or there is a family emergency, parents will insure that students are in attendance. Reasons other than these for absence will be evaluated on an individual basis, but will generally be considered unexcused absences unless an exception is made by the classroom teacher or principal. Teachers will not be expected to provide tutoring or any special out-of-class time to present material missed by the student during the absence.

### **Extended Absences**

IPA strongly encourages families to refrain from taking vacations during school time that involves missing numerous (more than 3 days) school days. We do realize there are times when this is unavoidable and that trips are also educationally valuable. Family emergencies and extended illness situations will be handled on a case by case basis.

It is the responsibility of each family to request extended absence approval in a timely manner (at least 2 weeks in advance) from the Principal. Please inform the Principal and Administrative Assistant in writing or e-mail about the intended trip. If necessary, your child's teacher will provide reading or journaling material that may be completed on the trip. The type of work provided for the trip is at the discretion of the teacher. Work cannot be provided without the 2 week notice.

## **Tardiness**

It is very disruptive when students come in late to school. The school depends on parents planning commute time so that students are at school at least a few minutes before school begins each day. IPA keeps a record of all tardiness and that record will become part of the student's permanent record.

Excessive tardiness is indicative of an attitude about the importance of education to a family and cause for discussion with the school about whether or not Island Pacific Academy is the best fit for a student. Please make every effort to have your child at school by 7:55a.m when the first bell rings each morning.

The classroom teacher will notify the parent when a student accumulates more than 5 tardies in a quarter. Continued tardiness, after the initial teacher reminder, will result in a discussion with the Principal.

## **Arrival Time**

For elementary school students, school begins at 8:00 a.m. The school asks that students not arrive earlier than 20 minutes before the start of the school day unless enrolled in the Before School Care program. This policy is to insure that all students are properly supervised at all times. At 7:45 a.m. teachers will open their classroom doors and children may enter to get themselves organized for the start of the day.

For most families, most mornings, entering the parking lot, turning right and driving to the Makai side of the lot, turning left into the traffic circle and unloading students then will be the normal routine which, if followed should insure a smooth drop-off process. In the event that a parent needs to park, unmarked spaces are available in the parking lot.

In the event that a child is dropped off earlier than 7:30a.m on a consistent basis, the school and the parent will need to discuss whether or not participation in the Before School Care program is necessary in order to provide proper supervision of the child.

Given our limited parking, parents of children above kindergarten age are asked not to park and walk children into the building on a regular basis. If a child has large project materials to carry, or a parent has business in the school office, it is certainly acceptable to park. However, please be considerate of parents (such as Pre-K parents who are required to park and walk children to class) and park in the school lot only if absolutely necessary between 7:45 and 8:30 in the morning. Faculty and staff parking spaces are clearly numbered and we ask you not to park at any time of the school day in clearly numbered stalls. **These are strictly for IPA faculty and staff.** The faculty and staff will really appreciate your cooperation with this matter.

At IPA we try very hard to reiterate the personal goals of being well-prepared for class, being responsible for your own belongings and to help students deal with the

consequences of being forgetful or irresponsible. So unless it's absolutely imperative that your child needs you to bring something to school after the school day has begun, then we do not encourage it.

### **Dismissal**

For elementary students, the school day ends at 3.00p.m. (2:30p.m. for Pre-K). The school asks that the students be picked up within 20 minutes of the end of the school day or enrolled in the After School Care Program to insure proper supervision at all times of all children. Elementary students will not be left unattended outside past 3:20p.m. Any student not collected by 3:20p.m will be taken to an After School Drop in Center and will be charged an amount of \$5 for every 15 minutes they are not picked up. Again, if this starts to become a habit, then the Administration and families concerned would meet to see how we could better suit your needs, including enrollment in After School Care.

As a safety and security precaution, all students leaving before the official dismissal time must be signed out in the front office. A parent or designated person must report to the office to sign out the child. No student will be permitted to leave the campus with anyone other than a parent or person authorized on the consent form, unless the school has been advised. Identification will be checked.

Traffic at pick-up time will require much cooperation and good will. Each family will be issued a placard to display in the front window of their vehicle. This placard should be displayed and used the entire school year when picking up your child at dismissal time. Students are dismissed and picked up along the sidewalk directly out front of the elementary building. **Stopping is only permitted if you are loading students and we ask all parents to pull up as far forward as possible.** Please keep traffic flowing and moving. **The process will break down quickly if parents arrive more than 10 minutes before pick-up time or try to maneuver around the queue that will form.**

If your child is not ready to be picked up, please drive around the loop until you see your child is ready or park in the parking lot. If you arrive early on campus before your child is waiting by the curb, park in the parking lot and wait until the designated pick-up time before entering the car pool line or you will be asked to keep circling. We ask that you not hold conversations with the arrival/dismissal supervising teachers. They need to give their full attention to safely helping students to load or unload to/from the vehicles.

The school's system will involve the speedy identification of parents arriving for pick-up and the student(s) to be picked up and the prompt loading of the cars with students and their possessions. If all adults involved follow the proper procedure, the pick-up can be accomplished within 20 minutes most days with a minimum of frustration or wait-time.

Students with older siblings attending IPA may be picked up at the pick-up time for the eldest sibling in the family. Elementary students with Middle or High School siblings

must wait in the designated area until their Middle or High school sibling comes to get them. Any Elementary student not picked up by 3:20p.m will be sent to the drop-in after school care and parents will be billed accordingly for after-school supervision.

### **Lunch**

It is expected that all students will eat a nutritious lunch each day. Students have two options for lunch: bringing lunch from home or signing up with the school's caterer, Express Chef. Additional details are available from the Elementary Office. Specific menu information will be made available by the school on a regular basis.

**For all lunches and snacks brought from home, the school asks that candy, soda pop and other foods and drinks with high sugar/low food value not be included in the lunch.** Students will eat lunch either in a classroom, outside, or in the main gathering area inside the elementary school building.

Microwaves are provided in some of the elementary classes for students to use when heating their home lunch. Only students who are comfortable using a microwave on their own to heat their food will be permitted to do so as it is not the responsibility of the classroom teacher to spend their designated lunch time microwaving student lunches. If your child's class has a microwave and he/she is able to use it independently, please ensure you pack food that requires heating in the appropriate containers suitable for placing in a microwave oven. It is also important to let your child know the required heating time to avoid over- heating food and accidents.

### **Uniforms**

Approved uniform items must be purchased from our school supplier Land's End and can be ordered on-line. The school has authorized a variety of uniform items, both in terms of colors and articles of clothing, to give students some choices each day. However, all students must have at least one combination of the official uniform (for trips and special events) which consists of khaki bottoms (skirts, skorts, shorts or slacks) and the green polo shirt with the school's crest. If the field trip will require alternative clothing, students will be advised well in advance.

All students are expected to wear approved Island Pacific Academy options for uniforms each day, and the items must be obtained from the designated suppliers. When a student does not wear the proper uniform, they are considered "out of uniform" and parents will be contacted by the school.

**Shoes:** We recommend that students wear closed toed shoes even on non-physical education days; however, open toed shoes may be worn if the shoe is secured to the ankle and heel. Solid colored Crocs may also be worn (no fluorescent colors). In all cases, shoes must be as nearly single-colored as possible and in a color which coordinates with the colors of the uniform (black, brown, tan, navy, and red, forest green or white). Heels must not be higher than

one inch and boots are not permitted. On days when students have physical education, students are expected to wear appropriate athletic shoes.

**Shirts:** must be bought from Lands End, our designated supplier and have the school crest.

**Belts:** Optional. However, if worn they must be solid color and coordinate with the colors of the uniform.

**Jackets and sweaters:** The uniform company, Lands End, offers several navy outer wear options with the school crest. Other wraps will not be permitted in order to maintain a uniform appearance.

**Hats:** We strongly encourage hats be worn at recess and P.E. for sun protection. Logo hats are available at the Campus Store but any hat will suffice.

The IPA 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.

### **Personal Appearance and Hygiene**

Students are expected to dress conservatively. For example, dangling jewelry or necklaces, earrings for boys, and excessive make-up for girls are not acceptable. Students are expected to keep their hair clean and in one of the colors provided by nature for hair.

### **Class Parties/Special Events**

Children in school together often want to invite their classmates to birthday parties and other special events. As we adults recognize, however, such invitations, if not extended to all students in a class, can also be a source of disappointment and hurt for any not invited. It is therefore incumbent upon us as adults to be sensitive to all the children in a class when holding special events for their child(ren) involving other children from the school.

We ask that birthday parties be at home celebrations with friends and family. Although we value traditions, celebrations of milestones, and special events, *a birthday party with goodie bags, ice cream, and cake is not appropriate at school and is not permitted.* The Elementary school strives to maximize the educational environment for your child and would encourage you to donate a “birthday” book instead. Recognition is given to a student donor at a Monday Morning Assembly with a special bookplate placed in the book. Giving the gift of a great book for all to enjoy is a special way to commemorate your child’s birthday. *This policy shall also apply to all holiday recognition, as well.*

### **Electronic Devices**

Students are expected to keep all electronic devices including iPods, other music related devices, and PSPs at home. Cell phones may be brought to school but must be turned off and left in student lockers. Failure to abide by these rules will result in confiscation of the item/s.

### **Parents As Collaborators With The School**

At IPA, parents play an essential and positive role partnering with teachers and administrators as we work together to accomplish what is best for each child at our school. Parent comments, observations and questions are welcomed. We encourage parents to work productively with teachers by staying informed about their child's progress and events at school. Likewise, we encourage parents to keep the teachers and administration informed when there are situations in the life of a child outside of school that might affect his/her performance at school and would be beneficial for the school to be aware.

In return, IPA teachers and staff are committed to frequent and open communication with parents regarding student progress and activities at school. There are several scheduled informational events and conference times throughout the year, and we urge parents to take advantage of those opportunities to meet with teachers and staff. Whenever a parent has a question or concern about their child's progress or other aspects of school life, the school encourages direct contact with the teacher by phone or email. Unless it concerns a quick informational question, an impromptu dialog right after school as you pick up your child may not be the best or most convenient time to engage teachers in a conference. Parents are always welcome to schedule an in-person conference with their child's teacher(s) or administrator.

When parents choose to enroll their child at IPA, they agree to subscribe to our mission, our general philosophy, procedures, and guidelines, and respect our educational decisions. At IPA the best interests of the student, in our professional experience, always comes first when we make decisions about placement, curriculum or approaches to children's needs. Parent information can be very helpful to that decision-making process. Trust and mutual respect are essential underpinnings of an effective working relationship between parents and the school. Parents may not always agree with every decision made by teachers or the administration at IPA. In most cases, however, we will find sufficient common ground to continue a mutually respectful relationship.

Parents' best support their child and the value placed on trust and respect at the school by bringing concerns directly to the teacher most closely involved in the issue and seeking a solution or information without involving other parents. If a parent feels they have not received a sufficient or satisfactory response from the teacher or other staff member, then an appointment with the teacher and principal can be scheduled to try to reach resolution. Only after other avenues have been tried should parents seek redress from the head of school. Rarely is that needed to resolve disagreements or concerns.

If, however, an impasse arises that we cannot resolve and the parents find they cannot remain a supportive and constructive member of the school community, it may follow that another school would be a better match for the family.

### **School Environment/Culture**

The faculty at Island Pacific Academy is trained in Tribes, a way of approaching school culture based upon five agreements. The agreements are:

1. Attentive Listening
2. Appreciations/No put downs
3. Mutual Respect
4. The Right to Pass/The Right to Participate
5. Take Care of Each Other / Take Care of This Place

These agreements help to create a school culture where all people, children and adults alike, recognize the power of human kindness and exhibit a generosity of spirit. Additionally, the school has articulated a Civility Policy which asserts that all interactions at the school must be characterized by civility or postponed until another time when all parties involved can be civil.

Our goal is to insure that all people connected with the school experience our community as safe, a place where people can express opinion, even disagree, but always hold others in the highest respect. Such a school environment will set itself apart from much of what we all experience in the outside world, idealist, to be sure, but an ideal worth pursuing.

### **Civility Policy**

Toward the goal of encouraging all adults (teachers, staff and parents) to remember that IPA wants all adults to model civil behavior for children, the school has adopted a “Civility Policy,” which reads as follows:

“The school asks adults to model for students’ behavior based on kindness, trust, high ethical standards and a generosity of spirit. We are none of us perfect, but we can encourage in each other the highest of standards. Above all, and at the very least, IPA asserts that all members of the school community are expected to treat each other with courtesy and respect at all times - students and adults alike. All members of the school family share an obligation to keep our campus and our interactions on behalf of our students free from disrespect and disruption.

The school has, therefore, adopted a “civility policy,” the purpose of which is to promote mutual respect, civility, and orderly conduct among employees, students, parents and the public who visit the campus. The policy is not intended to limit freedom of expression. Rather we seek to maintain, to the extent possible, a reasonable, safe, harassment free workplace for our students

and staff. It is meant to discourage volatile, hostile or aggressive actions or abusive language on campus or at school events.”

### **IPA Agreement System**

**Rationale** - A student’s behavior, the personal and social actions that an individual takes, informs and shapes that student’s character and affects the community within which those actions are taken. The IPA agreement system is based on the notion that integrity, personal dignity, humility, and respect for one’s self, others, and the world are the cornerstones of personal responsibility and personal accountability, and thus effective action and right living.

Children need the opportunity to understand that choices have consequences, and that they have control over what happens to them. They need to internalize a lifelong ethic of cooperation, respect for themselves and others, and effective action, not merely “perform” appropriate behaviors only when direct supervision is present and a negative stimulus imminent.

IPA has an agreement system that involves the students in the consideration of their behaviors as they affect the school, others, and themselves.

### **School Agreements**

There are five general areas covered by school agreements. They are **SUPPORT OF THE LEARNING ENVIRONMENT, RESPECTFUL CONDUCT, POSSIBLE HARM, OUT OF CLASS, and QUICKLY AND QUIETLY**. The agreements listed below each category are examples of expected behaviors and are not meant to be an exhaustive list.

#### **1. Support of the learning environment**

*I agree to arrive each day*

- On time
- Prepared for class
- With completed assignments
- With all necessary supporting materials including my binder, textbooks, and writing implements

*I agree to*

- Participate to the best of my ability
- Do my own work
- Be considerate of others during group activities
- Avoid distracting behaviors that undermine the ability of both myself and my fellow students to learn
- Show up in proper school dress and presentation
- Refrain from chewing gum while on school grounds

- Leave all electronic music devices at home and cell phones in my locker in the off position for the duration of the school day
- Properly shut down, store, and recharge my computer each afternoon

## 2. Respectful conduct

*I agree to*

- Treat others and the environment with respect
- Be respectful of myself
- Use IPA computers for school research and assignments ONLY

*I acknowledge that*

- Words and gestures can hurt
- We all have value
- Everybody has the right to feel accepted and respected at school

## 3. Possible Harm

*I agree to*

- Do nothing that could even possibly result in harm to myself, another person, or the school
- Be aware of the placement of my personal belongings (book bags in the hallway, papers on the floor, chairs left out in the main thoroughfare, drinks near electronics, etc.)
- Be aware of my personal body in space (running in the halls or classroom, big body movements in inappropriate areas, etc.)

## 4. Out of Class

*I agree to*

- Arrive to class on time
- Be ready for class (in my seat, pencil sharpened, etc.) at the proper time
- Be in class during class time, in the recess area during recess time, and within designated boundaries at all times

Often elementary children simply need reminders to stay on track and refocus but there will be times when appropriate consequences need to be given and this will be left up to the individual teachers.

**Definite Harm** – IPA defines “Definite Harm” as any behavior that results in harm to self, others, or the learning environment. Examples include fighting, vandalism, harassment of any kind, theft, swearing, etc. Students who participate in any such behaviors will earn an immediate dismissal from the area and subsequent administrative action.\*

\*see Behavioral Probation

### **Harassment, Hazing and Intimidation**

Harassment includes all forms of behavior that result in the humiliation or intimidation of another person and is not acceptable at Island Pacific Academy. Such behavior violates the Five Agreements of Tribes and the specific agreement system at IPA.

Harassment, such as bullying, can be verbal, non-verbal and may not necessarily involve physical contact or damage/loss of property. Whenever words or actions result in feelings of inferiority or inflict damage on the self-esteem of another, then there is strong possibility that harassment has occurred. Any faculty or staff member who suspects that harassment has occurred will investigate and report to the school's administration if he or she feels that further investigation is warranted. Any student who is found to have harassed another student will face disciplinary consequences.

### **Behavioral Probation**

At Island Pacific Academy, students are expected to be diligent in their attention to personal responsibility and personal accountability. As members of the IPA community, they make daily behavioral decisions that reflect the five agreements of mutual respect, attentive listening, appreciation/no put-downs, the right to participate or pass and taking care of each other and this place. While the Agreement System outlines consequences for minor infractions against those four agreements, the behavioral probation policy is geared toward those infractions that are deemed "Definite Harm". These include but are not limited to: fighting, vandalism, harassment of any kind, theft, swearing, etc.

Should a student choose to engage in any behavior that falls under the category of "Definite Harm", he/she could possibly be placed on Behavioral Probation. The term of the probation will last for no less than 3 months during which time the student will be expected to more carefully monitor his/her behaviors. Should another incident of Definite Harm occur during those 3 months, the student will likely be eligible for suspension\* in addition to a 3 month extension of the probation term. Further, the student's contract for the coming year may be withheld pending a behavioral review. A third infraction of Definite Harm may result in the student being asked to leave Island Pacific Academy.

*\* the number of days will be determined by the administration and will depend on the nature of the infraction.*

The purpose of behavioral probation is to encourage students who are not exhibiting responsible behaviors to carefully assess their role in the creation and preservation of a positive and safe middle school community and make necessary changes.

### **Suspensions and Expulsions**

Some behaviors are so egregious that immediate separation from the school, either for a short, specified period of time, or permanently, may be appropriate. Such action will be taken by the principal and headmaster with parents/guardians

fully involved in discussions about the school's action. Sample behaviors that could lead to permanent separation from the school:

- Possession of weapons or explosives at school or school-related events
- Possession or distribution of illicit drugs or alcohol
- Theft
- Unauthorized use, or possession, of school property, equipment, materials or the willful damaging of such.
- Serious personal injury caused by willful action.
- Threatening harm to any individual in the school community.
- Harassment, hazing or intimidation
- Vandalism
- Behavior unbecoming an IPA student that occurs outside of school and brings disrepute to our institution including, but not limited to, any offense punishable by law.
- Misuse of a school computer
- Chronic absences

This list is not meant to be exhaustive. The headmaster bears the responsibility of protecting the school, its people and reputation while at the same time collaborating in the education of individual children, including those who violate school rules. Separating a child from school is a drastic step but one that might be necessary to insure the health, safety and well-being of all within the school community.

### **Mediation**

Situations can arise where administrative action is deemed necessary and behavioral probation and/or suspension is not appropriate. Most often, these situations involve words that may or may not have been said and/or have been misinterpreted. In these situations, administrative-led mediation is frequently successful in resolving such conflicts. In such cases, an administrator may mediate between participating students to assist in solving the problem. Additionally, students may also initiate mediation by asking a teacher or administrator to facilitate the process.

## **STUDENT HEALTH AND EMERGENCY PROCEDURES**

### **Immunizations**

IPA requires that every student be immunized against polio, diphtheria, tetanus, measles, rubella, mumps, varicella, and hepatitis. Hawaii law requires each student to present a report (Form -14) of a physical exam, a certificate of tuberculosis examination and a record of immunizations before first attending school. A student who has NOT completed the physical exam or all the required immunizations may attend school on a provisional basis only with written documentation showing that the appointments have been made to complete the missing requirement(s). It is required that a record of the child's immunizations be kept in the school files.

### **Attendance at School & Contagious Conditions**

Children are sometimes kept home from school for reasons other than illness. Unnecessary absence from school may have a bad affect on a student's attitude, work habits, and progress. *Use your own good common sense and please remember: Sick children belong at home, well children belong in school.*

Parents must notify the school when your child will be absent.

- Elementary—Ext. 580
- Middle/Upper—Ext. 444

If both parents work, please arrange for alternative care.

### **Return to School/Doctor's Note**

For children kept home from school for more than 3 days and/or with a contagious condition, a physician's note stating attendance at school is allowed shall be required to be submitted to the appropriate school division office.

### **Flu Viruses**

*It is difficult for even Public Health Experts to ascertain how the flu season will fare considering the introduction of the new H1N1 virus. Parents should consult their doctor whether influenza testing or treatment is needed.*

**A student with influenza-like illness must stay home from school.**

Influenza-like illness symptoms include:

- headache, fever, sore throat, body aches, and non-productive cough.

If there are no confirmed or probable cases of H1N1 flu in the school district, then a student should stay home until 24 hours after all the symptoms are gone. For example, a student with a cough that ends on a Tuesday can return to school on a Thursday.

If there are confirmed or probable cases of H1N1 flu in the school, then the sick student should stay home until 24 hours after all the symptoms have ended or 7 days from the start of symptoms whichever is greater. Students with allergies and a runny nose and a cough can attend school if their doctor provides a statement stating the student does not have a contagious illness.

Students that have been exposed to a confirmed case of H1N1 flu should not attend school for 3 days. If the student has not developed symptoms after 3 days they may return to school.

### **Fever**

Fevers are generally signs of infection. Make sure that you have a thermometer at home and can readily take your child's temperature. Consult your doctor for the best anti-fever medication for your child, and if the fever is associated with other symptoms.

- Your child may attend school with a temperature less than 100°F, without medication.
- **Your child may NOT return to school until they have been fever-free for a full 24 hours without anti-pyretic medication.**

### **Cold/Cough**

Children average 6-8 colds per year. If cold and cough symptoms are associated with a fever or they do not readily improve, call your doctor. *Your child may attend school, if there is no fever, without using anti-pyretic medication.*

### **Sore Throat**

A sore throat, in conjunction with a fever and swollen glands, may indicate strep throat. Call your doctor to have your child evaluated and keep your child home from school.

*Children are no longer contagious after a full 24 hours on antibiotics and may return to school upon completion of this time frame.*

### **Stomachache, Vomiting, Diarrhea**

A child with vomiting and/or diarrhea must be kept at home until ***symptoms have resolved for a minimum of 24 hours and the child is able to keep down food and liquid.*** Consult your doctor if fever and stomach pains persist or your child has poor oral intake and appears dehydrated (dry mouth, no tears, sunken eyes, urinates less than 4 times in 24 hours.)

### **Red Eyes**

When the white part of the eye appears red and produces a yellow or green crusty discharge, your child may have conjunctivitis, a common but troublesome condition which is contagious. Call your doctor for an examination.

***Your child may need an eye ointment and may attend school after 24 hours of treatment.***

## **Rash**

A rash is usually a sign of a viral illness. It may also be a reaction to a medication or chemical (plant, detergents). Keep your child home from school until you have discussed the rash with your doctor and determined it is not contagious.

If your child has an unusual rash or it is associated with fever, contact your doctor.

## **Pain**

- Headache: A child should be kept at home if headaches are severe and do not respond to the age appropriate pain relief medication. Consult your doctor should the headaches persist.
- Earache: Consult your doctor. To relieve pain, follow your doctor's instructions regarding age appropriate pain relief medication.
- Toothache: Consult your dentist.

## **Pupil Medication**

Any student who, during the regular school day is required to take medication (including over-the-counter medication) prescribed for him/her by a physician, may be assisted by a teacher only if the following is received:

- A written statement from the physician or pharmacist detailing the method, amount and time schedule by which such medication is to be taken (usually found on the container of the medication, but be sure it is complete).
- A written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the manner set forth in the physician's or pharmacist's statement.
- Teachers/Staff may not issue non-prescribed medication (e.g. aspirin, Tylenol, etc.) without specific parental consent.

A student may not keep medications in their personal possession on campus, except as specifically approved by school administration.

## **Emergency Drills**

Fire drills (indicated by a continuous alarm) occur approximately once a month. They give students practice in taking the quickest, safest route from the school building.

The 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 quick exit from the building as possible.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Regular Updates**

Specific grade level information, including current learning focus and any special classroom and/or school events, will be posted to Edline monthly for all Elementary students. Both parents and students are encouraged to review these updates.

### **Report Cards**

IPA issues report cards twice a year at the end of each semester. Parents receive a copy of the report and a second copy becomes part of the student's cumulative folder, kept with other official school records.

### **Conferences**

Parent-teacher conferences are scheduled routinely in the elementary school at IPA some time during the first and third quarters. Teachers, administrators or parents may schedule additional conferences at mutually convenient times, whenever there are concerns that need to be addressed. Please contact your child's teacher to request an appointment for a conference, should you need one.

### **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 agent 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.

When children are on a school sponsored field trip it is expected that they will conduct themselves according to general school rules, policies and expectations.

**On days when classes are scheduled for a field trip, students are required to wear a green school polo shirt and khaki colored pants, shorts, skorts or skirts.** Students should wear comfortable footwear appropriate to the circumstances of the field trip.

### **Assessment**

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

- **Formative Assessments**

These assessments will *inform* the teacher of a student's beginning level of knowledge in content areas. A beginning of the year test, mid-year test and end of the year test will be given in reading, writing and mathematics. These tests may also take the form of a "pretest" in other subjects. Formative assessments are designed to assist teachers in making instructional decisions concerning both individual children and the whole class. Formative assessments may be given either formally or informally.

- **Summative Assessments**

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

- **Ongoing Assessment**

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

- **Product Assessment**

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

### **Homework Policy**

**Rationale** - Island Pacific Academy believes that homework can help foster a positive attitude about learning for each child. Homework can give children another opportunity to practice skills that have been taught in the classroom and expand their level of curiosity. Homework is an advantage to students when the purpose is one or several of the following: to reinforce and practice skills that have been taught, prepare and introduce materials for an upcoming lesson, especially in upper grades, extend the class lesson, and/or to stimulate a child's desire to expand his/her own knowledge and desire to learn. Island Pacific Academy wants students to be involved in their education and take pride in their work. Homework should stimulate curiosity that will then foster a desire to be a life-long-learner. Teachers may give students choices on what the homework will be or give opportunities to choose how they complete an assignment. This will allow students to become individually involved in their education, build responsibility, and encourage them to explore new ideas. Students should feel involved in their homework and become confident in their learning.

Too much homework can interfere with the amount of sleep a child receives or even affect personal growth (social experiences, outdoor recreation, family and personal time). Island Pacific Academy wants to nurture well-rounded individuals and this extends outside of the classroom. Students need to have personal time to discover who they are and enjoy life. It is not healthy for a child to work on homework from the minute they get home until the time they go to bed. Homework is one part of individual education and growth but it should not be the only out-of-school activity.

**Weekly Homework Policy** - Island Pacific Academy will give students homework Monday through Thursday for the purpose of reinforcing lessons, preparing for the following day's instruction, or to work on an on-going project. Extensive research has been done to determine appropriate length of homework for each age group. Island Pacific Academy, using this research, has established the following guidelines for the amount of daily homework. This guideline shows what the average nightly homework will be for each grade level.

### *Amount of Homework*

- 1<sup>st</sup> grade – 20 minutes per night
- 2<sup>nd</sup> grade – 20 minutes per night
- 3<sup>rd</sup> grade – 30 minutes per night
- 4<sup>th</sup> grade – 45 minutes per night
- 5<sup>th</sup> grade - 50 minutes per night

This is a model to help guide a child's nightly homework. Every student learns in his/her own way and that also determines what is the best environment for doing homework. Some students can concentrate better if it is absolutely quiet. Other students can focus better if there is music/sound in the background. Each parent should help find out what environment will foster the best atmosphere for their child's learning. Parents should also notice how long it normally takes their child to complete the nightly homework. The homework guideline above should help a parent determine if their son/daughter is spending too much time on homework or not enough. Students will also often be given the opportunity to complete daily assignments or some portion of an assignment, during normal school hours. This is especially true of larger assignments such as essays, research projects and other types where we can better gauge the child's understandings. Students and parents will be notified of target dates for such projects way in advance.

**Responsibility** - Homework is an important way to help a student become involved in and responsible for his/her learning. Teachers and parents should be involved in the process, but the students should also take responsibility for their work. Students should take pride in the homework that they complete and need to be responsible to remember to turn it in each morning.

**Late Work** - Island Pacific Academy values open communication between home and school. We realize that family time is very important and that sometimes there are home events or an unforeseen circumstance that keeps a child from doing a nightly assignment. Parents and students will need to communicate with their teachers' when/if something prevents a student from completing homework. Each grade level will decide what the specific policy is regarding assignments that are not turned in on time.

**HOMEWORK IS NOT MEANT TO BE PUNITIVE; RATHER IT IS A REFLECTION OF ONE'S OWN LEARNING.**

## **Computer & Internet Acceptable Use Policy**

Island Pacific Academy has established a computer network. This network will allow each student to have an e-mail account, limited storage space on the server, and internet access. The operation of the computer network and its resources relies upon the proper conduct of the end users who must adhere to strict guidelines. Please familiarize yourself with the guidelines that are provided here so that you are aware of the responsibilities you are about to acquire.

Please read the following Terms and Conditions. Your signature on the page following this section indicates that you understand, accept, and intend to abide by Island Pacific Academy's Computer & Internet Acceptable Use Policy. Failure to comply with these Terms and Conditions will result in loss of computer and Internet access privileges, disciplinary action and/or legal action.

### **Terms and Conditions**

- 1) ***Acceptable Use*** – IPA is providing a computer network and internet access in order to support the curricular goals of the school. Use of Island Pacific Academy's technological resources must be consistent with the educational goals of the school. Users shall respect all U.S. copyright laws and licensing agreements pertaining to material entered into and obtained via Island Pacific Academy's computer system.
- 2) ***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, threatening or obscene material and material protected by trade secret. IPA also prohibits transmitting or storing of pornography; unethical or illegal solicitation; and sexually explicit or inappropriate language, graphics, or audio clips.
- 3) ***Etiquette*** – Below is a list of generally accepted rules of computing and network etiquette. Students will be expected to abide by these rules.
  - a) Be polite
  - b) Use appropriate language
  - c) Do not reveal the home address or phone numbers of other students and be careful about your own personal information.
  - d) Do not disrupt (hack) any computer system.
  - e) Do not interfere with work belonging to others
  - f) Plug in all laptops for re-charging
- 4) ***Privacy*** – All electronic transmission will be monitored by both Island Pacific Academy's technology department and the "browser" software. Any messages relating to or in support of illegal or inappropriate activities will be reported to authorities.

- 5) **Security** – Island Pacific Academy’s computer system will involve many users. Therefore, security is a high priority. Do not give your access information to another person and do not use another person’s account. Students that are found to have given access information or used another person’s account may have their network and Internet privileges cancelled.
- 6) **Vandalism** – Vandalism is any malicious attempt to harm or destroy hardware, software, or data of another user or the school. This includes, but is not limited to, the downloading, creation or uploading of computer viruses. Any form of vandalism will result in the cancellation of privileges and school disciplinary action.
- 7) **Warranties** – Island Pacific Academy makes no warranties of any kind, whether expressed or implied, for the services it is providing via the Internet or Intranet. Island Pacific Academy will not be responsible for any damages you may suffer while utilizing the IPA network. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions.