

2009-2010

Upper School

Parent and Student Handbook

Current year changes are highlighted in blue.

Welcome to the Upper School at Island Pacific Academy.

The next few years are like the pages of a book upon which you will trace the story of your entrance into adulthood. Each page will record your personal and academic choices. In the end, your decisions, your actions, will decide a great number of important matters— graduation, academic honors, acceptance into college, scholarships, service to country, even future career paths. Above all else, this singular volume will record the content of your character and outline the man or woman you will become.

...and the four years of high school are shorter than you might think. In ninth grade you settle into high school and learn what it takes to get through final exams and how to protect your GPA. In your sophomore year, you will begin to consider possible career paths and the appropriate college programs that will support you in achieving your goals. You will also take the PSAT for the first time, which will provide you with a general sense of the SAT experience as well as identify your areas of academic strength and weakness compared to national norms. In the fall of your junior year you will take the PSAT for the second time in order to determine if you qualify for the prestigious *National Merit Scholars* honor. In the spring of your junior year you will be meeting regularly with our college counselor to determine the colleges and universities to which you intend to apply, fill out applications, and fine tune your entrance essays. In the fall of your senior year you will formally apply to college. You can expect to receive a decision from the colleges and universities you selected sometime in the early spring of your senior year. It is important that you approach high school as a four year block and that you consistently review your progress towards graduation.

You are not alone! All students are assigned an Academic Advisor responsible to no more than 8-10 students. Your advisor will meet with you regularly and be fully aware of your academic progress. They will also act as your advocate. Our Dean of College Counseling, Krishna Rampersaud, is available daily by appointment. He will become particularly important to you in your junior year. Of course, both I and our Dean of Students, Stan Vincent, will be available to you for course scheduling and any other needs as they arise. We too will be monitoring your progress. Of course, we encourage you to keep the lines of communication with your parents open—talk about what you want to do and consider not only what college you would like to attend, but where you would like to spend the 4-5 years you will be in college.

The curriculum of the Upper School is designed to either meet or exceed the entrance requirements of America's finest colleges and universities, while remaining flexible enough to accommodate individual student needs and interests. Many of our courses, particularly in the junior and senior years, are similar to what you can expect to find at a small liberal arts college in terms of subject matter, organization and intensity. You will also learn to navigate a wide range of primary source materials and to write with accuracy and sophistication. The goal is to ensure your matriculation to college with confidence.

It is important that all students take time to review graduation requirements, as well as your individual schedule, prior to selecting any semester-length or full year course.

James Nelligan
Upper School Principal

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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 and 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 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, grade 10 in the 2007-08 school year, and grade 11 in the coming year. Grade 12 was added in 2009-10.

IPA UPPER SCHOOL CALENDAR
2009-2010

Monday, August 24, 2009	First Day of School
Wednesday, August 26	Mandatory Seniors & Parents Meeting
Monday, September 7	Holiday – Labor Day – School Closed
Tuesday, September 22	Back-to-School Night
Monday, October 12	Holiday – Discoverer’s Day – School Closed
Tuesday, October 13	Faculty Professional Development Day No School for Students
Saturday, October 17	PSAT for ALL Sophomores/Juniors (Mandatory)
Monday, October 26 – Friday, October 30	Fall Break – No School for Students
Friday, November 6	First Quarter Ends
Saturday, November 7	Winter Semi-Formal at Hawaii Prince Golf Course
Wednesday, November 11	Holiday – Veteran’s Day – School Closed
Thursday, November 26 – Friday, November 27	Thanksgiving Break – School Closed
Monday, December 21 – Friday, January 1, 2010	Winter Break – School Closed
Monday, January 4	Instruction resumes
Monday, January 18	Holiday – M. L. King, Jr. Day – School Closed
Tuesday, January 19 – Noon, Friday, January 22	First Semester Final Exams
Friday, January 22	First Semester Ends
Monday, January 25 – Tuesday, January 26	Semester Break No School for Students
Wednesday, January 27	Second Semester Begins
Monday, February 15	Holiday – President’s Day – School Closed
Tuesday, February 16	Faculty Professional Development Day No School for Students
Monday, March 22 – Friday, March 26	Spring Break – No School for Students
Thursday, April 1	Third Quarter Ends
Friday, April 2	Holiday – Good Friday – School Closed
Friday, April 23	Faculty Professional Development Day No School for Students
Friday, April 23	Junior/Senior Prom at Pacific Beach Hotel
Monday, May 17 – Friday, May 21	Senior Spirit Week
Friday, May 14	Senior Dinner - MPR 5:00
Saturday, May 22	1 st IPA Commencement – Lanikuhonua 5:30
Monday, May 31	Holiday – Memorial Day – School Closed
Tuesday, June 1 – Thursday, June 3	Second Semester Final Exams
Friday, June 4	Last Day of School – School Ends at 11:00

Office Hours

The Upper School office will open at 8 a.m. on all days that school is in session and close at 4:00 p.m. The Administrative Offices located on the first floor are open from 7:30 a.m. to 4:00 p.m.

Upper School Daily Schedule

School begins at 8:30 a.m. and ends at 3:20 p.m, Monday through Thursday, and from 8:30 a.m. to 2:35 p.m. on Fridays. All classes meet on Monday, followed by a rotating schedule for the rest of the week. Each class, other than 4th period (4x), meets 3 times per week in 45, 60, and 100 minute sessions, in a hybrid traditional-block schedule format.

COMMUNICATIONS 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.

Advisory— The Upper School has a comprehensive academic advising program. *Sophomore, junior, and senior classes are given the opportunity to request an advisor from among our faculty in the first weeks of the new school year.* Freshmen are assigned an advisor before the start of school. Each faculty member advises 8-10 students, acts as their advisees' advocate, and provides their students with individualized academic counseling. Class Advisors oversee grade-level activities and organization.

Telephone & Email—All IPA teachers have voice mailboxes at the school. A list of telephone numbers will be provided. Teachers will endeavor to return phone calls as quickly as possible but generally not during the instructional day. Similarly, all faculty members have an email address that can be accessed through their Edline course pages.

Back-to-School Night—Each September, the faculty host a 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 Classrooms—Students' 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 first floor school office to let the staff know you are on campus, sign in the visitor book and get a visitor pass to wear while at school. Visitors should

then proceed to the third floor Upper School office directly across from the stairwell and check in with our registrar Rose Armstrong.

There will also be a number of special days or events during the school year when parents are especially encouraged to be part of special celebrations or other events in the classroom or as part of the whole campus community. We look forward to having all parents share those special times with us at IPA, and signing in as a visitor are not needed for those occasions.

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 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.

GENERAL SCHOOL INFORMATION AND POLICIES

Visitors to Campus

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

Attendance Policy

Consistent attendance at school is important; long or frequent periods of absence may affect a student's ability to progress academically. At IPA we assume that Upper School students will not be absent more than a few days in the normal academic calendar. 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 will need to repeat a course or some percentage of their total coursework.

If your child is going to be absent, please call Rose Armstrong, the Upper school registrar and office manager, at 674-3564, before the school day begins. Identify yourself as the parent and indicate the reason and probable duration of your child's absence. 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 student for an off campus appointment, the school parent and student check out at the office so that we can account for all of our students at all times. If a student comes late to school, or comes back after leaving for an appointment, the student must check in with their student ID card at the office.

If there is a planned extended absence during the school year, students must get a form from the US office which then must be signed by each of the student's teachers. Parents are advised that not all extended absences are considered excused absences, and that the onus is on the student to coordinate and

complete missed work, not the faculty. Some work will not be able to be made up. All work must be completed within a week of a student's return from an extended absence. After a week, all missing assignments and tests will convert to a zero for grading purposes. Only school-related (school sponsored extracurricular activities and athletics) and emergency (health-related, death, etc.) extended absences are considered excused.

Attendance is taken throughout the day.

Student Parking

Due to our limited surface parking, students will not be able to park on campus. Parking is available adjacent to the campus on public streets and is first come, first served. Students intending to park near to campus should plan to arrive before 7:30 a.m. if they hope to find curbside parking. Island Pacific Academy is not responsible for the security of student vehicles off campus and students are subject to all motor vehicle laws, including parking violations. In the event that another driver becomes hostile with an IPA student adjacent to campus, the student should immediately seek assistance from our security on campus.

Students are not allowed to return to their cars once on campus for the academic day without permission from the Dean of Students or Principal.

Excused/Unexcused Absences

Regular attendance is expected. Unless a student is ill or there is a family emergency, parents will ensure that students are in attendance daily. Extended absences during the normal school calendar put a tremendous amount of strain on students as well as their G.P.A. It is imperative that unless absolutely necessary, students should not go on extended trips or vacations during the normal school calendar. In addition, the last two weeks of each semester are exam weeks, and extended absences during these weeks not caused by illness or family emergencies will be defined as unexcused. Reasons for absences other than illnesses or family emergencies will be evaluated on an individual basis, but will generally be considered unexcused absences unless an exception is made by the principal. Students who miss exams or other in-class work because of an unexcused absence will not be allowed to make up the work. Teachers will not be expected to provide tutoring or any special out-of-class time to present material missed by the student during unexcused absences.

Arrival Time

For 9-12th grade students, school begins at 8:30 a.m. The school asks that students not arrive earlier than 7:30 a.m. on school days. This policy is to insure that all students are properly supervised at all times. 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, spaces are available in the phase 1 parking lot.

Dismissal

For students in grades 9-12, the school day ends at 3:20 pm Monday through Thursday, and at 2:35pm on Friday. The school asks that students be picked up within 20 minutes of the end of the school day if they are not attending After-School Study Hall or other school sponsored activities. All Upper School students must be out of the building no later than 4:30 pm. **Island Pacific Academy will not be responsible for the safety or supervision of the students after 4:30 pm.**

Traffic at pick-up time will require much cooperation and good will. The school has established a pick-up routine, and this information will be made available before the start of the school year. **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.** 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.

Any younger sibling(s) of students in grades 9-12 who are not picked up by 3:20 pm will be sent to the drop-in after school care and parents will be billed on an hourly basis for after-school supervision. Information will be provided to parents about the hours and cost for this program.

After-School Study Hall

Upper School students may choose to stay after school to meet with their instructors or study quietly. Study Hall is available to students daily from 3:30 – 4:15 pm. Students are required to leave the building after study hall. Faculty and administration will not be available to monitor students after 4:30pm.

Tardiness

It is very disruptive when students come in late to school or class. The school depends on parents planning commute time so as to have students to school at least a few minutes in advance of the designated time for school to begin each day. IPA keeps a record of all tardiness and they are noted on the student's permanent school record.

The school's agreement system includes responses to tardiness (pg. 12, items 1 and 4). 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.

Students who are tardy three times will be placed on a one hour work detail.

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 caterers. *For lunches 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.

Upper School Uniforms

Families will be provided with information about ordering approved uniform items for school and physical education. 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.

Skirts, skorts, and shorts must be modest in length. Fitted shirts and polos must cover the midriff and should not be unduly tight or loose in proportion to the individual student's natural clothing sizes. Any alterations to school uniforms must meet this minimum requirement. Students are not allowed to roll their skirts, skorts, or shorts in order to elevate the hem. Slippers and hats are not allowed to be worn at any time at school during normal school hours. Students enrolled in a physical education course are required to wear an official IPA school tee shirt (available in the campus store) and appropriate length navy blue shorts (no markings, panels, stripes, or logos).

Student athletes may wear their uniform top to school on game days only and only during the season in which they are competing. An appropriate tee should be worn under the sports uniform top if shoulders are exposed. Regular school uniform bottoms should be worn with sports tops.

Upper School students are authorized to wear officially-licensed college sweatshirts as outerwear if the clothing item prominently displays the college name (e.g. MIT, Harvard, etc.). Jewelry should not be gaudy or ridiculously oversized. Girls may wear flowers in their hair, so long as they are a reasonable size and a natural color. *Boys may not wear earrings.*

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. All uniform items should be in good condition (e.g. no rips or tears, not threadbare, stained, discolored, or excessively faded). When a student does not wear the proper uniform, it is considered a breach of the agreement system.

Personal Appearance and Hygiene

Students are expected to dress conservatively. For example, earrings for boys, excessive make-up for girls, and excessive and/or un-kempt facial hair for boys, are not considered acceptable dress. Students are expected to keep their hair clean and in a natural color. On days when students have physical education, students are expected to wear appropriate shoes (athletic shoes).

Class Parties/Special Events

Teens often want to invite their classmates to birthday parties and other special events. However, such invitations, if not extended to all students in a class, can also be a source of disappointment and hurt for

anyone not invited. It is therefore incumbent upon all students to be sensitive and exercise discretion when extending invitations to their peers at school for events to which not all are invited.

Parents As Collaborators With The School

At IPA, parents play an essential and positive role as a partner with teachers and administrators as we all work together to accomplish what is best for each student 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 student outside of school that might affect his/her performance at school and about which it 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.

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 or student advisor 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 supervisor can be scheduled to try to reach resolution.

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.

Community at IPA

All that we do as learners is made possible because of our dedication to cultivating community within our Upper School. The moral foundation of our community resides in our commitment to mutual respect, democratic practice, and right action. Our community is further strengthened by its diversity of ideas and people, and the positive relationships that flourish between our students, faculty and parents. *Town Hall*

and Advisory are all designed to support and facilitate communication, creative thought, integrity and leadership within our Upper School community.

We are committed to *five key pillars of community* in so far as the way we treat each other, students, parents, faculty and staff alike, and our environment:

1. *We agree to listen attentively to the words of others.*
2. *We agree to use words that lift people up, not put them down.*
3. *We agree to practice mutual respect at all times.*
4. *We agree to honor each individual's right to participate or pass.*
5. *We agree to honor each other's well being and to care for the school and its property.*

These pillars of community 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 Honor Code

The Island Pacific Academy community strives for the highest levels of personal integrity, honesty, moral responsibility, trustworthiness, respect for others and courage to uphold the right. These constitute our understanding of honor. As members of the IPA community, we pledge our word of honor that we will not lie, cheat or steal.

Keeping oneself in check, doing right, resisting the bad and doing nothing on the sly are daily manifestations of honorable action. We agree that a school characterized by honor is the school we choose to be.

The Upper School 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 and others, are the cornerstones of personal responsibility and personal accountability, and thus effective action and right living.

Within the Upper School, our students are both rapidly maturing and are exposed to mature subject matter through their peer circles beyond our doors. This exposure and the student's natural curiosities may at times lead to behavioral issues. As a school we become particularly concerned when behaviors inhibit a student or their classmates from successfully completing their coursework—the ultimate aim of which is preparation for and entrance into college. We are doubly concerned when the behaviors are detrimental to the emotional and physical well being of our community.

We take disruptive behaviors (e.g. speaking out of turn, being excessively loud or obnoxious, rudeness, tardiness, theatrical or attention-getting behaviors, etc.) very seriously at this juncture in the lives of our students. We also expect our students to conduct themselves as young adults, which includes being courteous to others.

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
- Log off my IPA account when I am finished using the computer

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
- Public displays of affection of a romantic nature are not appropriate during normal school hours or on school grounds before and after 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

When Agreements are Broken...

IPA defines a broken agreement as any behavior, whether intentional or unintentional, that could possibly harm self, others, or the learning environment. It is incumbent upon students to seek explanation, support, or redress of a concern when they are unsure of the reasoning behind a broken agreement.

Students who break school agreements will be assigned to work crew. Work crew assignments are one hour in length for each infraction, and may be assigned by any member of the teaching staff or administration. Work crew shifts occur after school daily or as needed, and usually include campus improvement activities ranging from removing carpet stains to weeding.

Work crew supersedes extracurricular obligations, including sports practices. Students are expected to notify their coaches if they are assigned to work crew. Students who fail to report to work crew will be assigned two additional hours of work crew and their parents will be notified. Students who miss work crew more than once will be referred to the Judicial Council for review.

Certain infractions of the agreement system will result in an immediate giveback at the discretion of the Dean of Students.

A student accruing a consistent pattern of broken agreements:

- The Dean of Students, parents, and the student will meet to discuss behavioral issues. A consistent pattern of detrimental behavior(s) continuing after the identified behavior(s) has been directly addressed by a teacher or the Dean of Students may result in suspension and may jeopardize a student's continuation at Island Pacific Academy.

Any violation of the Agreement System that results in suspension will also result in the student being placed on Behavioral Probation.

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, the consumption of illegal or regulated substances, etc. Students who participate in any such behaviors will be immediately dismissed from the area (e.g. classroom, hallway, etc.) and are required to report to the school office. Administrative action will follow, which may include suspension or expulsion.*

* *see Behavioral Probation*

Out of Uniform

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. The student will be required to rectify the situation immediately by either borrowing clothes from a friend or wearing attire provided by the Upper School. After 2 consecutive infractions of the dress code, the student will be required to complete a “**Giving Back**” contract*. For each consecutive infraction thereafter, the student will be referred to the Dean of Students.

** see reference on previous page*

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.

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.

Student Search Policy

Each year homeroom teachers will assign individual lockers to Upper School students. Assigned lockers are intended to be used exclusively for the storage of school-related items (e.g. books, lunches, binders, P.E. uniforms, etc.). Lockers are not student property and their contents must comply with our code of conduct. Student lockers are subject to search by the Upper School Dean of Students and/or the Upper School Principal.

In the event that either the Dean of Students or Principal of the Upper School has reason to suspect that a locker is being used to support behavior(s) or activities inconsistent with our code of conduct (Agreement System) and/or deemed illegal per state or federal law, the following action will occur:

- The student will be discretely called from class to meet with the Dean of Students or Principal.
- The student will be informed of school concerns and will be given the opportunity for rebuttal.
- The student will be informed of their right to refuse a search. However, if a student refuses a search, their refusal will be considered tantamount to admission of possession of inappropriate or illegal substances/materials and will be suspended immediately pending further disciplinary action.

- Either the Dean of Students or the Principal, in the presence of an additional school representative, will ask the student to open and remove the contents of their locker. If the student complies, the locker and its contents will be searched.
- If inappropriate or illegal content is discovered, the school will proceed according to our Agreement System and civil authorities (e.g. the Police Department), if appropriate given the circumstances, will be notified.
- In all cases, parents will be notified following the search.

In the event that a student's personal property (other than the contents of their locker) is in question, the following action will be taken:

- In addition to the aforementioned protocols, a request will be made of the student to turn out their pockets and/or empty the contents of their bags, backpacks, purses, etc. A female student may request search by a female administrator if the contents of their bag or purse contains material of a particularly personal nature.
- If the student complies with the request, the search will be conducted. If inappropriate or illegal content is discovered, the school will proceed according to our Agreement System and civil authorities (e.g. the Police Department), if appropriate, will be notified.
- In all cases, parents will be notified following the search.
- If a student refuses a search, their refusal will be considered tantamount to admission of possession of inappropriate or illegal substances/materials and will be suspended immediately pending further disciplinary action.

Judicial Council

The Judicial Committee is comprised of three students and three faculty members, elected by the student body. The purpose of the committee is to hear cases of student misconduct and make recommendations to the Principal and Headmaster regarding consequences.

2009-10 is the first year of operation for the Judicial Committee, so some operational processes are still emerging. In general, if a student is thought to have engaged in behavior for which the range of consequences includes separation from the school, the matter will be brought to the committee by the Dean of Students. The student and his or her advocate will present their facts in the matter as well.

Following questioning by the Committee of the student, the advocate, the Dean of Students or any other party contributing information to the process, the committee will decide its recommendation for response by the school, without the parties present, and communicate their recommendation to the Principal and Headmaster.

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 care for each other and the school. While the Agreement System outlines consequences for minor infractions against those five 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, patterns of behavior inconsistent with our agreement system as interpreted by the Dean of Students and the Principal, etc.

Should a student choose to engage in any behavior that falls under the category of "Definite Harm" or engage in a pattern of behavior deemed inappropriate (e.g. consistent rudeness or tardiness, a pattern of inappropriate language usage, etc.), he/she may be placed on Behavioral Probation, based on the recommendation of the Dean of Students and the approval of the principal. The term of the probation will last for no less than **one academic semester** during which time the student will be expected to more carefully monitor his/her behaviors. Should another incident of Definite Harm occur during the probationary semester or a pattern of behavior inconsistent with our agreements continues, the student will likely be eligible for suspension* and/or for a semester extension of the probationary term, and their contract for the coming year may be withheld pending a behavioral review. A third infraction of Definite Harm will result in the separation of the student from Island Pacific Academy.

** The number of days will be determined by the administration and will depend on the nature of the infraction and the student's behavioral record at Island Pacific Academy. Should an infraction involve multiple students, each case will be decided separately and will take into account each student's overall behavioral record.*

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 Upper School community and make necessary changes.

Students on behavioral probation will not be allowed to participate in extracurricular activities for a period of two weeks, to include games and practices. The Dean of Students is responsible for clearing a student for participation in extracurricular activities.

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 with the support of the Headmaster or Associate Headmaster as appropriate with parents/guardians fully involved in discussions about the school's action. Sample behaviors that could lead to permanent separation from the school include:

- Possession of weapons or explosives at school or school-related events

- Possession and/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
- Misuse of a school computer
- Chronic absences
- Chronic occurrences of broken agreements
- Sexualized conduct of any kind, including public displays of affection.
- Behavior unbecoming of an IPA student that occurs outside of school and brings disrepute to our institution including, but not limited to, any offense punishable by law.

This list is not meant to be exhaustive. The headmaster and his subordinates, particularly the Upper School Principal and the Dean of Students, bear 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.

STUDENT HEALTH AND EMERGENCY PROCEDURES

Immunizations

IPA and state law requires that every student be immunized against polio, diphtheria, tetanus, measles, rubella, mumps, varicella, and hepatitis. It is required that a record of the child's immunizations be kept in the school files.

Contagious Conditions

Parents can help control outbreaks of contagious conditions such as chicken pox, flu or head lice. It is important that children be kept home when they are ill and infectious, so that they do not expose others.

Students who come to school with fever of 100 degrees Fahrenheit or greater, or whom become feverish at school, will be sent home. Students who vomit prior to school, or who are generally so uncomfortable that they cannot appropriately function while at school, should be kept home.

Please notify the school immediately if your child has contracted any contagious disease or condition, including head lice.

Pupil Medication

Medications to be taken during the school day must be left with the Dean of Students. Any student who, during the regular school day is required to take medication prescribed for him/her by a physician, may be assisted by the Dean 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).
- All medications must be in original containers, and will be stored in the school office.
- 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. This form must be completed and returned to the Dean before the Dean is allowed to dispense any medications.
- Teachers/Staff may not issue non-prescribed medication (e.g. cough drops, aspirin, etc.) without parental consent.

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

Emergency Drills

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

The school has procedures for a lock down drill.

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.

UPPER SCHOOL PROGRAM, POLICIES AND PROCEDURES

Mid-quarter and Quarterly Reports

Student progress is updated to Edline at mid-quarter, quarterly, and at the end of each semester (roughly every 5 weeks). Student advisors will also receive these updated reports so that they are informed of their advisee's current academic progress.

Report Cards

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

Transcripts

All semester grades, as well as the cumulative GPA, are part of the student's official transcript, which is used to determine eligibility for graduation. Official copies of this transcript, embossed with the school seal, are sent upon a student's request to authorized colleges and universities, usually during the fall of the senior year. Official transcripts will be sent within 7 business days of receipt of an official request. Request forms are available in the college counseling office or from the registrar. Students should be aware of university admissions time tables when requesting an official transcript.

Conferences

Parent-teacher conferences are scheduled as needed. Teachers, administrators or parents may schedule conferences at mutually convenient times, whenever there are concerns that need to be addressed. Please contact your child's teacher or advisor 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.

Notification will be sent home in advance of each individual field trip, with information about the planned 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 the school will require a valid driver's license, a copy of current insurance, and evidence of 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.

Attire for field trips. On days when classes are scheduled for a field trip, students are expected to wear a green school polo shirt and khaki colored pants, shorts, skorts or skirt. Students should wear comfortable footwear appropriate to the circumstances of the field trip. If the conditions of a specific trip require other attire, students will be advised in advance.

Assessment and Graduation Requirements

The curriculum of the Upper School is designed to prepare students for the rigors, expectations, and requirements of college level coursework. Beginning in the freshman year, student assessment shifts from Island Pacific Academy's non-graded k-8 assessment scale to a traditional 4.0 grading scale:

4.0	A
3.67	A-
3.33	B+
3.0	B
2.67	B-
2.33	C+
2.0	C
1.67	C-
1.33	D+
1.0	D
.67	D-
0	Failing

Student grade point averages (GPA) are determined by adding the numerical values corresponding to the particular letter grade assessed for each course, the sum of which is divided by the total number of courses taken, yielding the student's combined grade point average. Matriculating seniors must have a *GPA* of no less than 2.0 (C) on the 4.0 scale to receive their diploma from the Upper School. *Once a grade is recorded, it is part of the student's permanent transcript. Failing grades will not be removed from a transcript, even if the course for which the failing grade was assigned is repeated for a passing grade.*

All students are required to take a minimum of five courses each semester, not including physical education, study hall, or graded electives (EL) such as newspaper or yearbook. Each full semester of instruction within a core subject area counts as one academic unit. Courses in mathematics and world languages require sequential enrollment. Introductory coursework or proof of competence must be completed prior to enrollment in advanced coursework and some Fine and Performing Arts courses. Forty-two Upper School academic units are required for graduation including:

- 8 units of English literature and composition, including 2 units each of *Freshman and Sophomore Composition*.

- 8 units of social sciences, including *World History I and World History II* and 2 units of American history.
- 8 units of mathematics through Algebra II and Geometry.
- 6 units of science, including at least 2 of the 3 laboratory sciences (Physics, Chemistry, Biology); at least one year must be a life science and at least one year a physical science.
- 6 consecutive units of a single world language.
- 4 units of visual and performing arts.

Four units of Health and Physical Education are non-credit (Pass-Fail) requirements (Class of 2013 and all subsequent classes). Participation in varsity, junior varsity, or intermediate athletics may be substituted for as many as 2 P.E. units. Graduating seniors are required to have at least 100 hours of documented community service (Class of 2011 and all subsequent classes) approved by the Academic Dean. Most courses require semester final examinations for completion.

Specific requirements:

All Students must begin their world language instruction in their freshman year.

All students, regardless of their participation in ILH junior varsity or varsity programs, must take one semester of PE 100 in either their freshman or sophomore year (Class of 2012 and all subsequent classes).

All students must fulfill their FA100 requirement by the end of their sophomore year (class of 2011 and all subsequent classes).

Advanced courses often require multiple prerequisites; for example, Biology II and AP Biology require one year of chemistry and one year of biology to be eligible for the course. Courses may also require a minimum grade in a prerequisite course in order to advance.

Some Advanced Placement courses require that the student take the AP exam at the end of the year. Parents should be aware that there is a cost, incurred by the parents, associated with this exam.

Graduation requirements are subject to change.

Upper School Curriculum

Our curriculum is designed to challenge opinion, to expand awareness of important social and political issues, and to prepare students for the diversity and rigor of the university curriculum. Most importantly, we seek to foster a consciousness within our students of why they believe what they believe and an awareness of how they know what they know. In doing so, we do not shy away from controversial subjects, issues, or ideas which tend to create polarized viewpoints. Controversial topics usually center on values and beliefs often considered private rather than public. Thus, those ideas which either confirm or question deeply held values are controversial. They are usually issues of social significance and have

national and international implications. It is precisely for this reason, for their intrinsic educational and moral value, that we are willing to look deeper into hotbed issues and problems.

Controversy in and of itself is not reason enough to omit particular topics, ideas, theories, art forms, etc. from our curriculum. Evolutionary theory, for example, is a highly controversial subject. Nonetheless, it is also the backbone of modern biological science. Therefore, we choose to explore this theory in great depth to ensure that each of our students has a solid foundation in the biological sciences and is adequately prepared for university study. Works such as *Native Son*, *The Catcher in the Rye*, 1984, and *Black Like Me*, have been challenged because of their adult themes and language, yet the literary and artistic value of these novels is widely recognized. When possible at the time of publication, these works are listed in advance in the *Course Descriptions* section of this guide.

All materials offered as part of our courses are thoroughly reviewed by our instructors and pre-approved by the principal. Our faculty adheres to the following guidelines when considering the inclusion of potentially controversial materials or topics within their classroom curriculum:

- *The issue or material should contribute to the development of critical thinking and techniques for examining other controversial issues.*
- *The issue should be related to course content and aid in achieving course objectives.*
- *The issue should be of continuing significance.*

Great Books Approach (GB)

The *Great Books* approach is a history-based, idea-centered, language-intensive educational model that introduces students to the great canons of western, ancient, eastern and contemporary thought. In the words of highly respected St. John's College, the *Great Books* approach cultivates "habits of mind...a deepened capacity for reflective thought, an appreciation of the persisting questions of human existence...and a lasting love of inquiry." Through carefully directed study and discussion, students develop the intellectual tools that will help them learn to teach themselves long after they leave the halls of formal education.

A number of our courses employ the *Great Books (GB)* in their everyday curriculum. GB coursework is both reading and writing intensive. Students should be mindful of GB requirements and rigor prior to scheduling coursework for the coming semester/year.

Advanced Placement (AP) and the Early Admit Program

Students of the Upper School also have the opportunity to test for college credit through *Advanced Placement (AP)* examinations.

IPA partners with the University of Hawaii through their *Early Admit* program. Students accepted into this program may take coursework through the university for college credit (awarded upon successful completion). This program will require a separate application to the university and will cost roughly \$600.00 per course.

Summer Travel and Study Abroad

The Upper School began its *TRAVELEARN* program in 2007.

The Upper School conducts an annual west-coast college tour, *College Road Trip*, open to juniors and sophomores in good standing. Rising sophomores may participate at the discretion of the principal. Students tour the campuses of 15-16 colleges and universities. These schools are intended to provide our students with a preview of several different types of colleges and universities: public and private, large and small, urban and rural, and to give them a sense of the different climates, environments, cultural venues, towns and cities they may soon call home. In addition to touring great colleges and universities; students also have the opportunity to explore the scenic west, including Crater Lake, the Redwoods of Northern California, and the magnificent Pacific Coast.

Summer study abroad programs provide the unique opportunity for Upper School students to experience international travel, interact with people and cultures of the host country, and to participate in foreign language immersion. All study abroad programs are preceded by an orientation and a corresponding summer school course. One unit of Humanities and Social Sciences (HSS) credit may be earned by students who successfully complete the summer school course and the study trip. No previous language knowledge is required.

Students intending to travel abroad are required to have a valid passport and proof of updated immunizations. If this is your first passport you will need to have the following with you when applying:

- Birth certificate — certified (embossed seal) by the county or state in which you were born
- 2 current passport photos
- Valid drivers license (If applicable)
- An *Application for Passport, Form DS-11*, completed but not signed

You can print an on-line version of this form at http://travel.state.gov/passport/forms/forms_847.html. You can have your photos taken and your passport application processed at the Leeward Community College passport office. The LCC passport office offers limited hours posted on the Leeward Community College website. You may choose to schedule an appointment by calling 455-0689.

While abroad, students are required to conduct themselves according to the highest behavioral standards of our school and agreement system. Students who demonstrate inappropriate or unsafe behaviors may be asked to return home early. Parents will be notified of any administrative action and will be accountable for any and all additional expenses accrued as a result of this action.

Drop Date

Upperclassmen taking advanced courses, including AP, may be dropped from a course within the first two weeks if the instructor, after consulting with the student, deems this action appropriate. Students will be reassigned to an appropriate course within the subject and parents will be notified.

Mid-Term and Final Examinations

Mid-term examination schedules will be determined by individual faculty members within their own courses.

Final examinations will be given during the scheduled final examination period for each course, except in a course that has a character that renders a final examination unnecessary or impracticable. The chairperson of the academic division in which the course is offered determines when a final examination is not required. Semester final exams are optional in year long courses. Faculty members, in conjunction with their division chairpersons, will make the determination as to whether semester finals are applicable to a particular course.

The final examination schedule is prepared and published by the Academic Dean in coordination with division chairpersons. Instructors will give final examinations at the time specified, usually the second to the last week of instruction each semester, in the *Schedule of Final Examinations* unless a change is approved in advance by the Academic Dean. If take-home final examinations are assigned, they are to be submitted at the time and date of the regularly scheduled final examination.

No student will be required to take more than two consecutive final examinations on the same day. Any student having more than two consecutive final examinations is entitled to rescheduling. Students who must miss a scheduled examination should report this fact to their instructor(s) as soon as possible and before the examination period.

For satisfactory reasons, students may be “excused” by the Academic Dean and examined later by their instructor. Absence from a final examination for any other cause will be reported as a final grade of “F”. Students with unexcused absences during finals week, which falls within the last two weeks of each semester, will not be allowed to make-up missed examinations. Responsibility for resolving scheduling conflicts, having absences excused in advance of finals week, etc., fall to the student and their family.

In any case where a suspension or separation from the school for a predetermined period is involved, a special exam schedule will be considered and may not comply with the aforementioned finals policy.

The Upper School will reasonably accommodate a student’s religious beliefs, observances, and practices in regard to the scheduling of final examinations if the student informs his or her instructor of the conflict within one week after being informed of the examination schedule.

Community Service

The goal of our community service requirement is to encourage and help each student to contribute to the world outside of school and to continue to develop “such core values as respect for others, recognition of each individual’s value, generosity of spirit and the power of human kindness”.

Students are required to complete 100 hours of community service for graduation. For continuing students, 50 hours must be completed by the end of the sophomore year. Up to ¼ of the community service requirement may be completed by service within the school. [Exception for class of 2010: 40 hours of community service required for graduation]

Criteria for community service:

- All community service must be unpaid activities that benefit people, animals, or the environment.
- Community service opportunities may be sponsored by an IPA group or nonprofit organization, or an approved, independent project.
- If sponsored by a religious organization, must benefit wider community; service within a religious organization (such as teaching religion classes) will not qualify.

Procedures for earning community service hours (if not an IPA-sponsored activity):

- Complete a proposal form with an outline of the CS plan and the signature of the Academic Dean.
- Keep a log of work completed.
- Attach a letter on organization’s letterhead, or other approved documentation of hours completed, complete with a signature of the sponsoring agency’s representative.
- Submit a completed record to Academic Dean’s office.
- No hours will be awarded unless the following procedures have been completed.

Upper School Homework Policy

The relationship between homework and scholastic achievement, especially concerning the scale and appropriateness of the daily workload and its subsequent toll on students and their families, has been the subject of considerable debate among educators and researchers in recent years. A review of roughly 100 major educational research articles published between 1988 and 2001 exploring this often divisive issue suggests that there is a positive relationship between the time spent on homework and scholastic achievement, particularly for older students. This is especially true provided that the workload is “moderate”, novel, and does not contribute to patterns of sleep deprivation. At Island Pacific Academy, we believe that success in the classroom is derived in part from the completion of well-defined, moderate homework assignments that serve to provide opportunity for individualized practice of critical skills, and that reinforce key curriculum content without undue repetition. As faculty, we place a premium on the quality, not quantity, of homework completed.

Students in the upper school will receive, on average, roughly 2-3 hours of homework per night, Monday through Thursday. Parents should expect less than two hours of assigned homework on some nights. On other nights, particularly if a major project is due, there may be more than 2-3 hours of homework, and weekend time may also be needed for the completion of these longer assignments. Students will 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 and projects, and students will be notified of target dates for such projects well in advance. **There may not be homework for each course each day.** For example, while it is likely that students will be given daily practice in mathematics, laboratory reports in science are a collaborative effort that take a few days to complete, and will be due once a week. Often, a significant portion of the daily homework load will consist of reading preparation, particularly for courses within the humanities and social sciences.

Students will be given 2 days to complete schoolwork/homework missed for each day of excused absence. In the case of unexcused late work, a 10% grade reduction will be deducted from the final assigned grade on all assignments for each late day, up to two days after the due date. After two days, uncompleted work will not be accepted for a grade.

Student Athletes, Extracurricular Activities and Academics

All young people *enrolled at IPA are expected to be students first and foremost.* Student participants in school-sponsored extracurricular activities are expected to complete all of their homework by the assigned due dates. No special allowance is made for students who choose to participate in Upper School extracurricular activities, whether in performance or athletics. Students are encouraged to consider their time management and to schedule a study hall in the semester they intend to participate in a school-sponsored extracurricular activity.

All students participating in school-sponsored extracurricular activities, including, but not limited to, music, choir, band, drama, and athletics, are required to maintain a minimum GPA of 2.0 ("C" average) in all coursework. Students who fail to meet this minimum requirement will not be allowed to participate in those activities for a period of two weeks or until a minimum GPA of 2.0 in all coursework is achieved. If after two weeks no significant change has occurred and the student's academics continue to suffer, the student may be placed on Academic Probation, jeopardizing continued involvement in any school-sponsored activities. Students on Behavioral Probation will not be allowed to participate in practices or games for a period of two weeks pending reassessment by the Dean of Student.

Classroom Assessment

Changes in technology, global communication and economics, university and employment requirements, and the scale and varieties of available information, have resulted in a broad curriculum reform movement in the United States at all levels of education. This reform has also called into question the reliability, validity, and fairness of traditional classroom assessment—an accusation somewhat evidenced by the most recent national *SAT* mishap. Similarly, the very real problem of test anxiety, affecting a

significant percentage of middle and upper school students, skews test results and begs the question as to whether traditional testing is an effective means of determining current preparation or future academic success?

The Upper School does employ traditional forms of formative and summative assessment, such as the test-of-concept approach (e.g. faculty assigned quizzes and examinations) and national aptitude testing (*ITBS, PSAT, SAT, etc.*). Many Upper School courses also emphasize experiential/real-world problem solving, such as portfolio work, reflective assignments, composition, and rubrics. Our faculty undertakes on-going classroom assessment, including anecdotal notes, observations of students working independently and in groups, interviews, student self-evaluations, checklists and interest inventories, and participation in discussions to assess student performance.

Upper School Academic Honesty Policy

Island Pacific Academy's goal is to foster learning in an intellectually stimulating environment, and all members of the IPA 'ohana accept the responsibility to share in the creation of a place where learning can be pursued in an atmosphere of freedom and trust. Island Pacific Academy is a community with high standards, and its goal is fundamentally undermined by academic dishonesty. The Administration provides in advance a clear statement of IPA policies and procedures at the beginning of the school year regarding the proper handling of study aids, examinations, and related materials while reserving the opportunity to issue updates, and ignorance of the definitions and examples of academic dishonesty below does not provide an excuse for their commission. As a result, in cases where academic dishonesty is found, the commissioners may be removed from the school. In all instances of suspected or admitted academic dishonesty, while IPA will strive to handle these situations with the utmost discretion and confidentiality due to the sensitive nature of this issue, the school cannot be held responsible for any student's decision to inform his/her peers of a situation, its progress, or solution.

Cheating:

Cheating is the dishonest production or dissemination of schoolwork, and includes, but is not limited to: manipulating examinations; falsifying any official record, misrepresenting facts in order to alter course requirements, submitting another's work as one's own, fabricating or falsifying data in experiments and other research, and altering grades; facilitating academic dishonesty or committing any other fraudulent practice, whether or not the commissioner benefits or obtains any advantage from the action in question.

Manipulation is the unauthorized, and often covert, changing of the context for grading work. Giving unauthorized help, obtaining, using, or attempting to use unauthorized information from any source to aid oneself or another, altering answers after submission, and/or using prohibited or inappropriate sources of information during exams, quizzes or other projects are examples of academic dishonesty. During examinations, students should assume that external assistance (including but not limited to: books; notes on papers, one's person, clothing, etc.; calculators and/or other electronic devices; conversation with others; etc.) is prohibited unless specifically authorized by the course instructor.

Fabrication and/or falsification are unauthorized invention or alteration of information in any academic endeavor. Fabricated information may not be used in any laboratory experiment or other academic endeavor without authorization from the instructor. In cases where hypotheses are required, creativity is expected; when data are required to be reported accurately, however, fabrication constitutes academic dishonesty. The actual source from which any information was obtained must be acknowledged and cited according to standard academic practices set forth by IPA. Altering the answers given or grades for an exam after the examination has been graded and/or submitting false documents for the purpose of being excused from a scheduled examination or other academic assignment are prohibited. Students must not allow others to conduct research or prepare any work for them without prior authorization from the instructor. This includes, but is not limited to, the services of commercial term paper companies. Substantial portions of the same academic work may not be submitted for credit more than once or by more than one student in the same or different classes and courses without authorization from the course instructor.

Facilitation is helping or attempting to help another to commit academic dishonesty. Allowing another to copy from one's work during an examination or for homework, taking an exam in someone else's name, and assisting another obtain fraudulent work are all examples of facilitation and constitute academic dishonesty.

Plagiarism:

In preparing school work it is possible and often necessary to ask for help from others. While the immediate goal may be to find the right answer, the larger mission is to understand the problem and to learn how to express coherent responses to it. Misrepresenting answers provided by others including instructors, parents, tutors, and friends, etc. in any form – verbal or textual – as your own is academic dishonesty.

In many cases, it is desirable to ask for and receive help editing your work. Often times, it will be decided by the instructor to direct that no one other than the student and instructor themselves may edit the assignment or project. In cases where editing is authorized, wholesale re-writing, including but not limited to new ideas, language, images, data, etc., by others is considered academic dishonesty. Furthermore, while it is generally understood that any editing by the instructor of the student's work will be considered part of the learning process and IPA's academic mission, students are encouraged at all times to find their own voice in their work.

Copying or plagiarizing assignments or allowing another person to copy or plagiarize one's work is academic dishonesty. Examples include directly transcribing someone else's homework or published writing, paraphrasing, borrowing ideas, and supplying material found on the internet. In all of those instances, proper citation is necessary to avoid committing an act of academic dishonesty. Plagiarism includes but is not limited to submitting any document that has been copied in whole or in part from another individual's work without proper identification and/or citation, neglecting to quote a documented idea that has not been assimilated into the student's language and style, paraphrasing a passage so closely that the reader is misled as to the source, and "dry-labbing," which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing

experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results. To avoid plagiarism, credit must be given in proper form as set forth in the MLA Handbook whenever another's intellectual property is used. Submitting another's idea, opinion, theory, facts, statistics, graphs, artwork, and/or quotations – in short, any piece of information that is not common knowledge – is considered plagiarism.

Process for Dealing with Academic Dishonesty

In cases of suspected or admitted academic dishonesty, the instructor involved will immediately bring the situation to the attention of the Department Chair who will inform the Academic Dean and the Dean of Students.

In cases where the student admits that an act of academic dishonesty was committed, the instructor may, with the consent of his/her departmental chairperson and the recommendation of the appropriate deans, require the student to redo the assignment, give a failing or reduced grade for the course, or seek further disciplinary action.

If the student denies that an act of academic dishonesty was committed, the matter shall be referred to the Academic Dean for hearing and disposition. The Academic Dean shall investigate each case in a timely manner, determine appropriate disciplinary actions if necessary, and inform the student in writing the outcome of the investigation.

In all cases, faculty will be included and informed of the process and/or outcome of a student's situation as necessary.

There are two levels of academic dishonesty:

Unplanned academic dishonesty

An unplanned infraction includes but is not limited to situations when a student glances at another's quiz or exam during a testing situation without prior coordination, when a student submits improperly documented work, or when a student lies in desperation about facts in attempt to salvage a grade.

Deliberate academic dishonesty

A deliberate infraction includes but is not limited to when a student brings a "cheat sheet" to a testing situation or otherwise plans cheating in advance, when one or more students plan or coordinate the manipulation, facilitation, fabrication, or falsification of information or examinations, homework, or when a student knowingly copies or plagiarizes work by another.

Any proven instance of academic dishonesty would be a permanent addition to one's record and accumulate through one's Upper School career (normally all four years) at IPA. There are minimum consequences for unplanned and deliberate acts of academic dishonesty. In all instances, a student's

academic and behavioral record will be taken into consideration when the following possible consequences could be instituted.

- An immediate grade of zero on the work or exam submitted;
- Academic and behavioral probation;
- The Academic Dean will inform the student's parents in writing of the situation;
- The student's actions may be grounds for suspension with or without special consideration should the suspension interfere with graded assignments, exams, or finals;
- A report of the academic offense placed in the student's file.
- Immediate removal from any honors societies, team sports, extracurricular activities, positions of leadership, and/or opportunities to represent the school, etc., or courses with without possibility of reinstatement;
- The student will write a letter to his/her parents informing them of the situation;
- On-campus community service.
- A disciplinary hearing during which immediate dismissal from IPA may be considered.
- This list is not intended to be all-inclusive and may include other consequences.

Academic Advancement

If a student earns less than a cumulative average of 2.0 in any year-long, sequential course, then promotion to the next level course will require approval from the instructor and the Academic Dean. If a student fails to achieve the academic proficiency required for enrollment in upper level courses, then the student must either successfully repeat the required course or take an equivalent credit course as approved by the departmental chair and the Academic Dean prior to enrolling in advanced courses. Students earning a grade of D (1.0) may be required to repeat and complete compulsory core coursework as a requirement for graduation.

Academic Honors and Awards

Headmaster's List

The Headmaster's List is prepared each semester and includes students who maintain a grade point average of 3.67 or higher on a 4.0 scale, with no course grade lower than a B during the semester.

Dean's List

The Dean's List is prepared each semester and includes students who maintain a grade point average between 3.33 and 3.66 on a 4.0 scale, with no course grade below a C during the semester.

National Honor Society

Members of the junior and senior class demonstrating a consistent record of academic excellence (3.33 GPA or higher), service, generosity of spirit, and strength of character are eligible for election to the National Honor Society. Sophomores academically performing at or near the top of their class, and who demonstrate values consistent with that of the society's guidelines, are eligible for consideration in the spring.

Specific Academic Honor Societies

As we continue to grow as an institution, we add a number of discipline-specific national honor societies, including the Spanish and Japanese Honor Societies.

Valedictorian and Salutatorian

The top two students in each graduating class, enrolled at least three years in Island Pacific Academy's Upper School, are eligible for the special honors of Valedictorian and Salutatorian, each in recognition of consistent academic excellence and strength of character. Valedictorian and Salutatorian honors will not necessarily be awarded to the students with the top two GPAs. Rather, the whole record of the student will be taken into account. The records of the top six graduating seniors, based on their cumulative grade point average, will be forwarded to a faculty committee which will determine the honorees based on their strength of schedule, participation in extracurricular activities, service to community, and personal character consistent with the values of our school. The principal will act as a non-voting member of the committee.

Academic Probation

At Island Pacific Academy, students are expected to be dedicated to their academic progress. Students are also expected to demonstrate initiative and self-advocacy by seeking teacher help in those subjects with which they are struggling.

The purpose of academic probation is to encourage students who are not exhibiting responsible academic choices to carefully assess their role in their academic progress and make necessary changes.

Students who regularly failure to complete homework or other assignments in a calendar month are subject to academic probation. Likewise, students who have earned several low grades, defined as C- or below, in any class, and who have not taken the initiative to seek out extra help in that class, will be placed on academic probation.

Students on academic probation will be required to attend study hall with a sponsoring teacher during flex periods and other assigned times. Students will attend the study halls until such time as said student

regularly demonstrates significant progress in understanding assignments or until the student has successfully completed all assignments for 2 consecutive months.

Students on academic probation may not be permitted to represent the school in any extra-curricular activities. Student progress will be evaluated to determine whether or not the student may participate in school-sponsored extra-curricular activities.

Students who continue to remain on academic probation are evaluated at the end of each grading period in order to review student progress and effort.

Students who continue to have difficulties and show little evidence of trying to improve may be asked to leave IPA.

Upper School Weekly Scheduled Functions

Town Hall is an Upper School function where school-wide announcements, issues, concerns, and upcoming events are addressed. Faculty and administrators are present to answer student questions and to address student concerns. Representatives of the Student Senate will report on their activities before the student body. Town Hall is intended to be a space in which students can practice the adult skills of questioning and disagreeing in a respectful and dignified manner before a public audience.

Advisory: “The hallmark of independent education is a personalized approach, sensitive to the individual needs of students both in and out of the classroom. The advisor program supports this approach; advisors actively engage themselves in knowing, supporting and guiding children. The advisor intentionally creates and sustains sincere nurturing relationships with his or her advisees. In building these relationships, the advisor affirms the student as a person, not merely as a scholar.” Advisors arrange regular meetings with each advisee individually. Advisors also conduct group meetings of advisee groups (8-10 students), called by the advisor or the faculty as a whole. Advisors pursue individual contact (by phone or in person) with their advisee’s parents at least once after each grading period, and are knowledgeable about the whole picture of each advisee’s academic progress in all coursework. Advisors act as the chief advocate for their advisees and are responsible for communication with families about overall student progress.

Faculty Availability

Faculty will be available to students for student assistance and academic tutoring from 8-8:30am and from 3:30-4:15pm on most school days, except on Wednesday due to faculty meetings. Faculty may be reached by email via *Edline* or by phone, and will respond as soon as they are able to, usually within a few days. You may also directly schedule an appointment after school with individual faculty.

Schedule of Courses

The course catalog and schedule of courses is generally available in both hardcopy and electronically in April each year.

2009-2010
Student and Parent Handbook Acknowledgement

By signing below, we acknowledge that we have read, fully understand and support the policies outlined in the 2009-2010 *IPA Student and Parent Handbook*.

We understand that the expectations of students which IPA outlines in the *Handbook* are considered important to the learning and social environment which the school seeks to establish for the benefit of all members of the school community.

We understand that we are expected to support school rules and policies, and maintain a respectful attitude toward faculty and staff at the school.

Print Student Name

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Parents: Please discuss the contents of the *Handbook* with your child and be sure he/she understands the policies contained in each section. **It is expected that this acknowledgement will be signed and returned to the Upper School Office by August 24, 2009**