



Aka`ula School 2009-10

Parent- Student Handbook Grades 5-8

Aka`ula School
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Aloha Aka`ula `Ohana,

We in the Aka`ula school community view ourselves as an `ohana, an extended family breathing life into our school motto of “*Learning and Leading Together*”. The adults in our `ohana are witnessing the rapid growth and changes in their students; teachers are designing and implementing courses of study to meet the learning needs and potential of their students; and the students are the most active learners of all. They are learning about themselves, each other, and the complex world in which we all live.

Moving from elementary school to a middle school is a time of transition that evokes a wide variety of emotions, behaviors, and concerns for both young adolescents and their parents. For many students it's considered a major stepping-stone on the road to becoming an adult. For school faculty, it is an opportunity to have a fresh start with students and to introduce them to the culture and expectations of their new school in a way that promotes positive behavior and involvement.

Transition to middle school is marked by several changes in educational expectations and practices, and students in middle schools interact differently with peers and teachers. With intensified expectations for both performance and individual responsibility, social, developmental, and academic experiences are affected as students adjust to new settings, structures, and expectations. All of this comes at a time when they are also transitioning from childhood to adolescence. They are beginning to mature physically, and to think of themselves as individuals outside of their families. Their attentions turn to exercising independence and developing strong relationships with peers — while avoiding exposure and embarrassment. This complicated period of transition has often been associated with a decline in academic achievement, motivation, and self-perception. It is a time when young adolescents are most likely to experiment with at-risk behaviors. It is also the point at which children begin to make pivotal decisions regarding their academic and career choices — precisely at a time when they may be distracted or turned off by academic endeavors.

Our transition plan restores the strong sense of belonging that the new middle school student once felt in elementary school. This is a key element associated with the positive motivation to enjoy and succeed in academic tasks. The young adolescent feels successful in school, has opportunities for self-expression and decision-making, and feels cared for and respected as a person.

The vision, mission, values, and talking points that form the foundation of Aka`ula School are found on the following pages. We know they are bold, but we are incredibly passionate about what we do, and we don't set the bar within reach, even for ourselves. This handbook explains the various procedures and rules that make our school community function smoothly and effectively so we can move toward our goals. Please take the time to read it and discuss it with your student. We look forward to working with you to make your student's years at Aka`ula School exciting and positive. We appreciate the trust you've placed in us by enrolling your student at Aka`ula School.

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Changes may be made at a later date due to unforeseen circumstances. Please regularly check the weekly newsletter for any such changes.

I. AKA`ULA SCHOOL MISSION STATEMENT

Aka`ula School offers a quality, multi-age, transitional environment for Molokai students in grades five to eight. We are committed to building a community where students, their families, and teachers are engaged in learning. We believe in educating the whole child through a balanced curriculum that celebrates multiple intelligences and meets the needs of a heterogeneous learning community. Learning, leading, and decision-making are fundamental collaborative processes practiced at Aka`ula School.

VISION

We envision a community of critical thinkers who are able to investigate and take informed actions on social, cultural, and environmental issues. We live by the Aka`ula School Values of reflection, excellence, honor, and tradition.

CORE VALUES

- **Reflection** requires stepping back and observing ourselves objectively and thoughtfully. We reflect in order to understand ourselves, and our interactions with others and our surroundings. Being aware of the impact of our actions enables us to be effective decision makers and leaders.
- **Excellence** requires the commitment to meet and exceed the conventional expectations of individual and group performance. It demands quality, vision, and creativity. Whether the excellence is academic, artistic, or athletic it requires “thinking out of the box” and fearlessness.
- **Honor** is the foundation of positive relationships. Without honor, there can be no trust, and without trust, we cannot work together. Where there is honor, there is respect, integrity, and harmony.
- **Tradition** teaches us where we come from and who we are. By combining knowledge of the past and present with vision, we create our future. Through continual growth and improvement we become a wise and caring community building on the legacy of our elders.

TALKING POINTS

Established in Fall 2003 and opened in School Year 2004-05, Aka`ula School was started to:

- Take PRISM, Providing Resolutions with Integrity for a Sustainable Molokai, to the broader community.
 - *In 2003, PRISM had a seven-year history on Molokai at that time and had received recognition and awards at local, state, national, and international levels as an exemplary environmental education program. The program offered a context where Hawaiian students could participate in an atmosphere of challenge with support. Students, island-wide, would have the opportunity to participate in PRISM.*
- Build leadership capacity and positive citizenship.
 - *In 2003, National and Molokai-specific research showed that PRISM students improved their critical thinking and problem solving skills and demonstrated the ability to be contributing community members. Students participating in the program were reported to be more mature, have more poise, self-esteem, and leadership ability, and were more autonomous than their peers.*

- Help Molokai children and families realize their potential.
 - *In 2003, we were committed to building a community where students, their families, and teachers were engaged in learning. We believed in educating the whole child through a balanced curriculum celebrating multiple intelligences and meeting the needs of a heterogeneous learning community. We believed that learning, leading, and decision-making are essential collaborative skills.*
- Offer greater possibilities.
 - *In 2003, we wanted to provide new opportunities to enrich the educational experiences of our students, especially in the areas of family participation and community service.*
- Build a bridge for Molokai youth from elementary school to high school.
 - *In 2003, when the school was started, there was no curriculum unique to middle school students on Molokai. We were dedicated to cultivating inquisitive, exploratory learning and to teaching young people how to use their skills and voices to make a difference.*

These five core beliefs became the “talking points” for the development of Aka`ula School and they remain as relevant today as they were when the school was started.

PERSONAL DEVELOPMENT

Aka`ula School promotes personal development in an age-appropriate learning environment. The school identifies responsibilities and principles important to the intellectual, emotional, social, and physical growth of our students.

Intellectual Growth

At Aka`ula School, we believe that all children can learn and therefore, all children deserve the same quality of schooling, not just the same quantity. Our students are entitled to the quality of education that the wisest parents would wish for their own children, the best education possible.

During adolescence, students increase their abstract thought processes. This is often overlooked because it is not as obvious as the physical changes adolescents undergo. During this time period, students begin to have their own thoughts and are able to reflect and metacognate (think about their thinking). In addition, students at the middle level are beginning to exhibit understanding and appreciation of the nuances of more complex and intricate humor.

The ever widening intellectual capacity adolescents experience at this point of their lives offers greater flexibility for teachers. Encouraging students to think about their own thinking is a powerful strategy that enables students to make connections between what they are learning and their own lives. The increased ability to understand higher-level humor further opens doors for understanding, thus inviting students to participate in the adult world.

Emotional Growth

Intensity and unpredictability are aspects of adolescence that, at times, result in mood swings, inconsistent behavior, and a false sense of confidence or fear. Adolescents are standing with one foot in the camp of adulthood and one foot in childhood. Emotions and behavior will be erratic and at times will regress as

young adolescents see they are entering a “strange, new world” and leaving the security and safety of childhood behind. They are attempting to express their developing identity as an adult while maintaining credibility with their peers.

Social Growth

Young adolescents strongly desire to be apart of a group, with more importance placed on being associated with other adolescents rather than adults. Furthermore, this new desire for acceptance in peer groups often places stress on relationships with family members. Though there may be a strong pull away from family towards peer groups, family approval is still wanted and it can be influential in positive and negative ways.

Aka`ula teachers seek to equip adolescents for future success by structuring their instruction to allow for collaboration and group interaction. It is vital that instruction, assignments, and projects are meaningful and connected to the lives of our middle level students.

Physical Growth

Middle school students experience more physical changes than during any other time in their life with the exception of their first two years of life. It is often not mentioned or clearly understood that young adolescents not only experience physiological changes during puberty, but also experience great brain development during this age. Researchers have found that the area of the brain that controls planning, reasoning, sustaining attention, and other functions is not fully developed. This research has major implications in the classroom that are addressed while planning curriculum.

The previously listed areas of growth are addressed by the following principles that detail our philosophy:

- We select teaching strategies designed to succeed with students who are active, curious, and maturing in their ability to handle formal processes.
- We create learning opportunities that involve diverse groups of students, are relevant to the environment, and provide exploratory experiences.
- We cultivate strong relationships between students and faculty through small classes and a strong faculty attitude of involvement.
- School discipline is based on the principle of logical consequences with love and dignity.
- We emphasize participation in our school programs. Activities are open to all students who wish to participate, the major criterion being a productive, industrious, and cooperative attitude. We place high value on integrity, sportsmanship, and the rewards of cooperation in an atmosphere of respect.
- Work is everyone’s contribution to the community. All students participate in the maintenance of classrooms, common areas, and the campus.

II. General Information

A. ATTENDANCE

Aka`ula School believes regular school attendance is essential to quality education. Compulsory attendance of all students between ages of six and eighteen shall be enforced in compliance with the laws of the State of Hawaii.

Absence Procedure

For reporting absences, please call the school at 567-6981 before 8:00 A.M with the following information:

- Student's name (first and last)
- Name and relationship of caller
- Reason for absence
- Approximate number of days the student is expected to be absent
- Send written verification for absences over three days upon the return of the child to school.

Frequent Absences

The school shall make every attempt to notify parents on a consistent basis when students are repeatedly absent from classes. Frequent absences or tardiness in class, excused or unexcused, may seriously affect the student's progress for that class. Attendance patterns of a student are the responsibility of the parent and student.

Excused Absences

Excused absences shall be granted for the following reasons:

- Personal illness
- Death in the family
- Illness of family members at the discretion of the school
- Doctor or dental appointments that cannot be scheduled outside school hours
- Required court appearances
- Religious holidays with notification from parents
- Family vacations with prior contact between home and school
- Other circumstances may be excused at the school's discretion

Chronic Absences

Because regular attendance at school is critically important to learning, students who accumulate a total of 30 absences in a school year (excused or un-excused) will be retained. A letter is automatically sent to a parent or guardian after fifteen, twenty, and thirty days of absences. Students who believe their absences included extenuating circumstances, e.g. medically documented illnesses, may appeal their retention to the school after June 15. The school's decision will be final.

Vacation Absences

If students are vacationing with their family and schoolwork is requested, the request must be made five school days in advance of the absence. It should be understood that it isn't always appropriate to assign work prior to instruction. If work is requested, it is due on the first day back to school. In the event a student will be absent beyond five days, the teacher will not be expected to provide advance work beyond the fifth day of absence. It is acknowledged that absences beyond five days will be difficult to make-up and may severely compromise the student's academic progress.

Make-up School Work

It is the student's responsibility to make arrangements with teachers for obtaining and submitting make-up work. Weekly assignments for each content area, including homework, are posted in classrooms. Work should be made up within a reasonable time. A rule of thumb is one-day grace period for each day absent except in case of family vacations where a maximum of five days will be permitted for make-up work.

Scheduled Appointments

When a student needs to leave during the school day for an appointment, a parent/guardian should call the school stating the reason and time of departure. When it is time to leave, the student should report to the teacher to sign out. Upon returning to school within the same day, students should sign back in with their teacher.

Sign In and Out Times

Sign in times as follows:

7:50-9:30 Tardy

9:30-11:45 Half Day Absent

After 11:45 Full Day Absent

Sign out times as follows:

7:50-9:30 Absent

9:30-11:45 Half Day Absent

After 11:45 Full Day Present

B. TARDY

In a small school community like ours, students leaving early and/or arriving late cause inconvenience and extra work for faculty and other students. The school encourages students to be in their classrooms by 7:45 A.M. Students are recorded as tardy if they arrive after 7:50 A.M.

The first three offenses per quarter are recorded in attendance folder and on the disciplinary clipboard. On the fourth offense, a discipline referral is sent home to be signed and returned for placement in the student's cum folder. On the fifth tardy, the student's grade will be reduced in the class for which they are tardy.

Unexcused lateness includes: oversleeping, staying up too late, repeated car breakdowns

Excused lateness includes: appointments with verification, acts of nature, funerals, late airplanes, and late busses

C. DROP OFF AND PICK UP

The Aka`ula School parking lot and driveways are congested areas that are shared by vehicles, bicyclists, and pedestrians, as well as neighboring businesses. To make the campus as safe as possible, please:

- Drive slowly with extreme caution.
- Avoid using cell phones.
- Yield to pedestrians.
- Do not double park or otherwise block traffic.

Students may be dropped off at school starting at 7:00 AM and should be picked up no later than 5:00 PM when Homework Help ends.

Whenever possible, if you need to pick up your child early, please notify the school a day in advance so teachers can be informed.

D. MEDICAL APPOINTMENTS

Parents of students are responsible for making arrangements for transporting their children to medical/dental appointments scheduled during the school day. Whenever possible, parents are encouraged to schedule medical/dental appointments during school intersessions, on Saturdays, or after school to minimize missed class time.

E. LUNCH

Aka`ula School does not have a formal lunch program. Students may bring home lunch or order from Home Pumehana or Michelle Naeole's menu. On Wednesdays, students may order from Pizza Café. We have a refrigerator and three microwaves.

It is prohibited by Board policy for any Aka`ula School faculty, student, parent, and/or alumni, to use polystyrene food service products on school premises, or at any school event or hosted function.

F. GUM, CANDY, SODA, AND JUICE LESS THAN 100% ARE NOT ALLOWED ON CAMPUS.

G. ELECTRONIC DEVICES

Please communicate with your student prior to the start of school regarding any schedule changes in pick up times, etc. Students are allowed to use the school phone during breaks and after school if there is a need to contact a parent. Therefore, students don't need to have cell phones on campus. In the event that a student brings a cell phone or pager, it must be turned off during school and should not be seen. If necessary, phones will be confiscated and returned to students at the end of the day. In the case of a second offense, the phone will be confiscated and returned directly to parents. Entertainment devices, such as video games, walkmans, iPods, and mp3 players, ***are not permitted on campus at any time and should not be brought to school.*** Because students do not have secure lockers, the school will not be responsible for lost or stolen electronics.

H. BICYCLES, SKATEBOARDS, AND HEELYS

Students may ride bikes to and from school. Students riding bikes need to approach the school from the mauka road. When they reach the school, they should dismount from the bike, walk it to the bike rack and secure it there until they leave for home.

Due to safety concerns, the parking lot is off limits to students riding bikes or skateboards. Skateboards are not to be ridden on the property at all. Nor may they be ridden to the bus stop in front of Coffees of Hawaii. They may be stored outside against the wall under your backpack hook. Heelys are not allowed at school.

I. AKA`ULA BOOSTER CLUB (ABC PARENT ORGANIZATION)

Every parent and guardian is automatically a member of the Aka`ula Booster Club (ABC). It is vital to the Aka`ula School philosophy that families are active participants in their child's education and ABC fills that purpose. Volunteering on behalf of your student accomplishes the following:

- It keeps families connected. This can be a time when young adolescents begin distancing themselves from their family as a way of redefining boundaries. Too often adults concede to their child, which allows the child to define family relationships. We see volunteering as a means of staying in touch with what is going on in your child's life.
- It shows your child that you are making an investment in them. You are not only investing financially in their education, but you are being active in your investment. Actions speak louder

than words and when your children see you working on their behalf, they gain an appreciation for the educational opportunities you are providing through your efforts.

- It allows the school to keep tuition affordable. Through volunteer work, the school has saved from \$55,000 - \$70,000 per year for the six years it's been in existence.
- It creates a community in which our students, families, and staff thrive. ABC serves as an incredible community model in terms of cooperation, leadership, integrity, and perseverance. Our school families become an 'ohana and students learn that when many hands work together the load is lighter. Together we can accomplish what we can't do alone.

J. VOLUNTEER HOURS, TUITION, AND FINANCIAL AID

Volunteering for each student includes **cleaning the classroom three days per school year per child** (ABC Chair and chairpersons of major fundraisers are exempt), attendance at ABC meetings, and student conferences. Additional opportunities include office help, tutoring, light maintenance, etc. **(There is a \$50 charge to the student account if a cleaning day is missed.)**

Families are required to actively participate in the school's fundraising events. There are currently two major events each year, Molokai Calls, which is held on Oahu and Ku Ka Lau Lama, which is held on Molokai. **Fundraising may change with Board approval.**

A sliding scale has been adopted that allows families to choose the best combination of family tuition obligation and volunteer hours while still contributing to the school's fundraising needs and volunteer program.

The parent is "reimbursed" for the volunteer work in the form of financial aid. Based on current tuition of \$6,000.00, there are three tuition plans to choose from.

- To receive \$4,000.00 in financial aid per year, the school requires 80 hours of volunteer work per year and active help on all major fundraising events.
- To receive \$3,000.00 in financial aid per year, the school requires 40 hours of volunteer work per semester and active help on one major fundraising event.
- If financial aid is not requested, the family will pay full tuition of \$6,000.00 per year, and 20 hours of parent volunteer work will be required per semester with active help on one major fundraising event.

Other board-approved services to the school may serve in lieu of participation in signature fundraising events. Examples would include, but are not limited to: writing a substantial grant, taking the indispensable leadership role in a significant school activity such as Na Mele, or Pala'au House, or leadership in additional board approved fundraising events such as the art auction or golf tournament. Board approval needs to be secured prior to any service undertaken on behalf of the school.

J. TEXTBOOKS AND STUDENT SUPPLIES

The school will purchase and provide student supplies at cost for the entire school year. This will include all classroom supplies such as, but not limited to, school portfolio, pencils, pens, folders, paper, composition books, and art supplies. In addition, the school will provide each student with one pair of swim goggles, and one red school shirt. The fee does not cover the cost of replacement supplies through intentional damage or repeated loss. Examples would be a request for more than one pencil a day, or replacement of a Sharpie used to decorate school supplies or self.

The supply fee does not cover the replacement of lost textbooks or calculators.

The fee for school supplies is dependent on the cost of the supplies and will be announced in April for the following school year. School supplies must be paid for at the time of the first tuition payment. The supply fee for 2009-2010 is \$60.00.

K. DRESS CODE

- **Students are required to wear a school shirt every day, except on their birthday. The shirt may be in one of several styles; tee shirt, polo, or ladies scoop-neck tee and it may be any color. On birthdays, students may wear the shirt of their choice as long as it fits appropriately, does not sport an inappropriate message, and does not distract from the learning environment. No bare shoulders, midriffs, or backs.**
- **Clothes should be neat and clean.**
- **Shorts, pants, and skirts must fit appropriately and not distract from the learning environment. They should be no higher than two inches above the knee.**
- **All hats and sunglasses must be removed whenever inside a building.**
- **Hair needs to be clean, groomed, and out of the eyes.**
- **Every two weeks on Friday, we will alternate Casual Day with Dress Up Day. On those Fridays, students do not need to wear a school shirt, but they must adhere to other dress code requirements.**

L. STUDENT BACKPACKS

Student backpacks are to be hung on hooks during the school day. Because space is at a premium, backpacks are not to be hung on the back of chairs, set on the floor, or on the desk. We have provided shelf space for textbook storage so students can keep backpacks light.

III. COMMUNICATION WITH AND FROM AKA'ULA SCHOOL

A. GENERAL CHAIN OF COMMUNICATION:

If you have questions about your child's classroom performance or behavior, please contact the teacher in charge of that class at 567-6981. If you have questions about school policy pertaining to curriculum, discipline, or other classroom matters, please contact Dara at 567-6981. If you have questions about school policy pertaining to fundraising, tuition, or development, please contact Vicki at 567-6980.

B. UPDATED INFORMATION:

If you need to update your phone, address, or email information, please contact Dara at dara@wave.hivc.net or call 567-6981.

C. PHONE MESSAGES

Phone messages for students and teachers: 567-6981.

Phone messages for Vicki and Michelle: 567-5980 This is also the number to use if you want to leave a recorded message.

D. WEEKLY ENVELOPE

Each week a student-generated newsletter will be emailed home to families. Print copies will be sent home with those students who do not have email. A weekly envelope containing handouts, forms, and other time sensitive paperwork will be sent home with each student. The envelopes are to be signed and returned on Monday of the following week. Please make sure to remove all papers from the envelope before signing and returning.

E. STUDENT LED CONFERENCES

Student led conferences will be held twice a year. Students will compile and maintain portfolios of their work as they prepare to lead their conference. At the conference, students will share their goals, their reflections, an analysis of their work and how they are doing. They will discuss successes and challenges as well as plans to monitor and meet goals.

F. MIDQUARTER REPORTS AND REPORT CARDS

In week five of each quarter, students will receive a mid-quarter report to inform families about grades up to that point in the quarter. These are not final report card grades, but should be used by students to increase or maintain the effort they are putting into their work.

G. HOMEWORK NOTICES

Homework notices are a way for us to make sure you are informed about your student's academic progress. We want everyone to experience success and keeping up with assignments is the best place to start. If your child gets a homework slip, please sign it and have your child return it to school with the completed assignment attached. If we don't get it back within a week, we'll put a duplicate in the Friday envelope for you to sign. If that doesn't come back, we'll be in touch by phone or email.

Please remember that this is a way to communicate with you, as well as hold your child accountable for his/her work. They are not meant as a punishment or disciplinary measure.

H. DISCIPLINE REFERRALS

As much as possible, teachers work with students to redirect misguided or inappropriate behavior within the school setting. Each teacher has a clipboard where they note the day, time, student's name, and the nature of any behavioral infraction. As a staff this helps us to look for patterns in student behavior, this helps us to guide your child as they grow and mature. A discipline referral is sent home for signature in the event that a student will not be redirected or in the event of a serious infraction. If the infraction is serious enough, a parent conference will be called. *See also section on Discipline Code.*

IV. HEALTH AND MEDICAL CARE

Aka`ula School must conform to all requirements of Hawaii's Department of Health and all requirements must be taken care of before your child attends school. This includes the following:

- **Tuberculosis Clearance** – TB screening must be completed by new students prior to attend Aka`ula or the family must provide a copy of previous test results.
- **Immunization Records** – The State Department of Health requires basic immunizations and boosters for all students attending school in Hawaii.
- **Scoliosis Screening** - The State Department of Health, HAIS, and WASC require that all students in seventh grade and new students in eighth grade undergo a scoliosis screening. Parents will be informed of any need for further family doctor screening or follow up.

In addition, Aka`ula School requires the following information for each student:

A. HEALTH INSURANCE

Families are asked to record their insurance carrier and policy number on the Emergency Information form.

B. EMERGENCY CARE

Parents and/or guardians will always be called to make decisions about emergency medical or emotional issues that may arise. However, if we are unable to reach you at your contact numbers, we will use our professional judgment and act accordingly. Should you have specific instructions for the school, they must be sent to the office in writing so that we may include them with your student's records. Your cooperation and understanding is expected and appreciated.

C. SERIOUS INJURY OR ILLNESS

Please inform the office of any serious illness or injury. A doctor's note, indicating diagnosis and clearance for participation in physical education is required when a student returns to school following hospitalization, serious illness, or injury.

D. COMMUNICABLE DISEASES

Parents are requested to report all communicable diseases (strep throat, chicken pox, etc.) to the office as soon it is diagnosed.

E. ILLNESS

For the safety of others, students may not attend school when they have the following illnesses:

- a fresh cold
- diarrhea
- head lice
- skin infections
- fever greater than 100 degrees – *student must remain at home until no fever for 24 hours*
- persistent cough
- pink eye – *until prescription eye drops for 24 hours and eye is no longer itchy or irritated*
- chicken pox
- strep throat – *until 48 hours of antibiotic has been given and the child feels well with no sore throat or headache*

- vomiting
- wheezing which persists after use of inhaler

F. MEDICATION

Aka`ula School does not have a health room or a school nurse. As such, the school will not issue prescription or non-prescription medication to students. Prescription medicine may be stored in the office, but it is the responsibility of the student/parent to ensure the medication is taken on schedule.

G. ILLNESS DURING THE SCHOOL DAY

If a student feels ill during the school day, the parent or guardian will be contacted and a decision will be made as to whether the child should be picked up. In most cases, the school will opt to send the student home.

H. PARENTAL ABSENCES

When parents/guardians are away, a note is requested prior to their departure indicating dates of the trip, names and phone numbers of the adult in charge during the parents' absence. It must also indicate who is authorized to make medical decisions for the student.

I. PHYSICAL EDUCATION EXCUSES

We encourage healthy living with our students and our physical education program promotes this concept. If a student needs to miss more than two days of physical education due to an illness or an injury, he/she is required to have a note from a physician to indicate the appropriate level of participation in physical education.

J. EMERGENCY SITUATIONS

In the event of a crisis situation, Aka`ula School will respond in a timely and effective manner to ensure safety, provide personal and emotional support to individuals, and communicate appropriate messages to parents, students, the community, and the media. An example of an emergency situation would be the closing of school because of a hurricane conditions. In such an event, the staff will notify families re the school's closure. The school will stay open until the last student has left the school property with a family member. In the event that family members cannot pick up a student, the principal will take the student to the Kualapuu's emergency hurricane shelter and stay with the student until the student can reunited with his/her family.

Evacuation Directions

Students in the makai (south) room will proceed out the east classroom door. Students in the mauka (north) room will proceed out the north door at the back of the classroom. Lead teachers will be the last people out, taking their attendance folders and locking the doors behind them. Makai students will meet at the front parking lot and mauka students will meet at the access road and await further instructions.

Should the fire block access to primary exit doors, students are to proceed to secondary exits, which include the windows and the south door in the mauka room.

In any crisis, circumstances may arise which have not been anticipated. In such cases, common sense will prevail. Faculty members are responsible for transmitting information about emergency procedures to students and for exercising control and discipline in their supervision of students in evacuation situations. **Students are expected to cooperate completely with all directions regarding any situation at all times.**

Fire, campus evacuation, and emergency lock down drills will be held to ensure that the school community is prepared to deal with possible emergencies.

V. ACADEMIC PROGRAM

A. PROGRAM DESCRIPTION

The Aka`ula School program of study encompasses the full range of a structured learning environment for middle school grades 5-8. Along with the core curriculum of Language Arts, Math, Science, Social Studies, and Health/Physical Education, students are exposed to Art, Music, Drama, Technology, and other enrichment opportunities offered throughout the year.

The approach in each core course is to encourage the highest possible degree of student involvement. We believe that a student who carefully completes assignments in each subject makes the greatest progress towards the achievement of educational goals. Therefore, we expect all students to complete their assignments to the best of their ability and to request help from their teachers as needed.

B. DAILY SCHEDULE

C. PROVIDING RESOLUTIONS WITH INTEGRITY FOR A SUSTAINABLE MOLOKAI (PRISM)

PRISM was started to engage students in learning skills to become effective participants in their community. To do this, teachers bring students and community resource managers and leaders together on issues such as solid waste, land use, energy, ecotourism, and biodiversity. These resource people help students realize the importance of sound research methods as the basis for appropriate plans of action and public testimony. The culmination is a symposium planned and produced by the students. Developing these connections and networking with the community has led to increased interest in school by students, parents and community members. In addition, it has provided the community with a model for making presentations on issues at public meetings.

Each year student groups select an issue they are interested in and conduct an in-depth investigation. Students use a process approach developed at Southern Illinois University at Carbondale by Dr. Harold Hungerford, Investigating and Evaluating Environmental Issues and Actions.

“Providing Resolutions with Integrity for a Sustainable Moloka`i” is the goal of PRISM. The ultimate intention of PRISM is to prepare environmentally literate citizens who are willing and able to make informed decisions, which promote both the quality of human life and the quality of the environment.

Thirteen years of research shows that PRISM students are motivated to learn fundamentals, develop advanced critical thinking and communication skills, and investigate social, cultural, and environmental issues.

PRISM is comprised of the following components:

| | | |
|------------------------|----------------------------|--------------------------|
| Student research | Skill building | Student hosted symposium |
| Publishing | Speaker's bureau | Leadership opportunities |
| Community partnerships | Volunteering opportunities | Networking |
| Travel opportunities | | |

PRISM and Parents

PRISM students are diverse in their academic and behavioral abilities and needs and IEEIA is a demanding course of study. A great deal of the science content in school depends on the interest of the students and the issues they choose to investigate. Students need to read difficult material and even create background research from primary sources. This challenges them to improve their reading, vocabulary, and writing skills. When they complete their investigation, they publish their work in a proceedings.

As a parent there are many ways you can become involved in PRISM. You can:

- share your viewpoints about community issues while listening respectfully to your child's thoughts and the thoughts of others,
- let you child make phone calls when it is time to collect data,
- volunteer and become involved in the community,
- encourage your child to ask questions,
- help your child with difficult reading and,
- ask your child to teach you what they learned in school.

D. STANDARDIZED TESTING PROGRAM

Each year in the spring, students will take the SAT10 Abbreviated version. Scores will be available and sent home by summer of that school year.

E. FIELD TRIPS

Students need to have health insurance and submit necessary forms to participate in school field trips.

F. HOMEWORK

Students can expect to have math and language arts homework every night from Monday to Thursday. They can also expect to have long-term projects in science, social studies, and afternoon classes.

Parent involvement is important to the educational success of young adolescents. Unfortunately, involvement tends to decline when a child leaves elementary school and enters the middle school. Parent involvement means you know what your child has been assigned by checking their calendar, you communicate with the staff about your child's progress, and you read the newsletters. For example, if your child is consistently telling you they have no homework, call the school and ask because there are very few days when students don't have homework. When you are involved in your child's education, it shows students the value you place on them and their learning.

G. HOMEWORK HELP

Homework help is available Monday through Thursday from 3:00 – 5:00 PM. Students are encouraged to stay for homework help if they need assistance with assignments or they need a place to complete homework. Staying for homework help is optional unless requested by a teacher when a pattern of missing assignments develops.

H. TECHNOLOGY USE AND COMPUTER USE POLICY

We expect students to use computers and other technologies in an ethical manner. These “tools” can enrich student learning and the quality of student products. While students are encouraged to become proficient in the use of tech applications to enhance their projects and to use the Internet to gather information, there are restrictions.

Students may not:

- download programs or applications without teacher permission.
- may not check personal email, or visit Facebook or MySpace sites at school.
- plagiarize material from the Internet.

We know that some families allow their children to have MySpace and Facebook accounts. We encourage families to closely monitor these sites, as these sites have created serious problems at school in the past. We are concerned about students who have unmonitored or hidden accounts. If your child has an account, we encourage you to look at their site and the other sites they visit.

I. GRADING

If a student earns a letter grade of “C”, it means they are performing “as expected” at national grade level standards. A letter grade of “W” means that a student has completed the work but is not yet performing at grade level standards. An “N” means a student has not completed enough work to show whether they meet standards at their grade level. A letter grade of “B” means a student is “exceeding” grade level standards and a letter grade of “A” means a student is “substantially exceeding” standards.

Please keep in mind that as the year progresses the difficulty of work increases. A student who enjoyed academic success the first quarter needs to second quarter to reach that same level of success. In the third quarter students will begin their environmental investigations, which will increase the level of difficulty even higher. We continue to push students to use their newly developed skills and build on their old ones. Please do the same.

J. SCHOOL VALUE ASSESSMENTS

Each quarter teachers sit down together with their grade sheets and behavioral clipboard to assess students in terms of the school values – reflection, excellence, honor, and tradition.

Reflection – Demonstrated critical thinking and problem solving skills. Learns from and applies past experiences.

Excellence – Recognizes and produces quality performance and quality products. Strives to exceed expectations of self and others.

Honor – Acts with respect and integrity towards people and resources.

Tradition – Works with others and contributes to community. Shows respect toward self, school, family, and community.

We evaluate students using a four point scale: 4 – Consistently 3 – Usually 2 - Sometimes 1 – Rarely

K. ACADEMIC HONOR ROLL – MAKE “A”

The Aka`ula School honor society is known as the “Make ‘A’ Club”. Students achieve membership by making As in all core subjects, As and Bs in afternoon classes, and all 3s and 4s in school values. At the end of each quarter we celebrate their success by treating them to lunch at a nearby restaurant.

L. EXTRACURRICULAR ACTIVITIES

We encourage students to be well rounded and explore their interests through extracurricular activities. At the same time we expect them to maintain their academic standing. In past quarters, we have had student athletes put their sport above their learning, which resulted in lower quality work, missing assignments, and lower grades. Students came to school very tired with incomplete or missing work and were unable to function well in class. We ask for your support in reinforcing and emphasizing the importance of maintaining academic performance.

M. TRAVEL

Student travel is an important part of Aka`ula School. Travel provides an opportunity to share our academic and environmental work, as well as giving our students the opportunity to experience other cultures and customs.

Business trips: On these trips students plan and make a presentation at a national or local conference. This type of travel requires many hours of advance planning and the cost is partially covered by grants or other gifts. Student participation may be limited. If so, criteria for selection will be announced, application forms will be sent home, and tryouts will be held.

Cultural exchanges: Students travel to another country or state to learn more about another culture. Before traveling they learn songs, stories and games to share along the way. There are no tryouts and any student may participate, but there may be a limit on how many can travel. In this case preference would be given to older students. These trips are financed by family members and fundraising events.

“Award” trips: **These trips are prepaid as a result of winning an award or grant. They have limits on the number of travelers and tryouts are held to select those that would best represent Aka`ula School at that particular type of event. Criteria and applications are sent home in advance of the tryout.**

VI. DISCIPLINE PHILOSOPHY, GUIDELINES, AND PROCEDURES

A. DISCIPLINE PHILOSOPHY

In all disciplinary situations, we will use common sense and always focus on what is best for the student. We will operate under the theme of “loving a student enough to discipline”. Your cooperation is greatly appreciated as we work together towards the same goal of creating an environment where young people learn how to make positive decisions and are proactive in their school community.

B. DISCIPLINE GUIDELINES

These guidelines define prohibited conduct. The conduct is prohibited if it occurs on school property, during participation in or attendance at any school related activity anywhere, while traveling to and from school or school-related activities, at any time or place if the conduct has an adverse impact on the school community, or while the student is otherwise under the school jurisdiction. For transfer students, if sanctions imposed by a prior school are deemed insufficient or if additional steps are appropriate for protection of the safety of the school community, disciplinary steps including expulsion may be implemented based on conduct that occurred while the student was enrolled at a prior school.

This code provides guidelines to students, and school employees, but will not under any circumstances be considered a limitation on the authority of school staff, or the Board of Trustees to define misconduct and determine the appropriate punishment for any particular misconduct. The misconduct listed under each level shall not be considered exclusive, but merely provides examples of misconduct that may be considered under the specified level. Depending on the circumstances, misconduct listed under a particular level may be treated as a higher-level offense, and a student may be subject to suspension or expulsion for a single incident or for misconduct not specifically listed under Level III or Level IV. The penalties set forth should be considered minimum penalties for designated offenses.

Definition of Campus Boundaries

Aka`ula School boundaries consist of the indoor areas of the current site at Kualapuu Business Center. Once students have signed in, they are to stay inside the building unless they have permission from a teacher. The office areas are off limits to students unless they have teacher permission. Once a student has signed out, they are expected to leave Kualapuu Business Center unless they have business at another Center establishment.

Student Responsibility

Every student has the right to an education and the responsibility to put forth efforts to achieve it. It is the responsibility of each student to behave appropriately, to comply with these guidelines and their own personal “Code of Conduct”, and to respect the rights of teachers, students, staff, adult volunteers, and all others involved in the educational process. This code is designed to provide a fair way of handling student discipline problems. Every student should understand the rules and the consequences of breaking them.

Teacher Responsibility

The classroom teacher plays a major role in the discipline code. The teacher shall:

- Communicate with the student and inform the student of the problem
- Attempt to work with the student to develop a realistic solution to the problem
- Communicate with the parent when problems arise

LEVEL I

Misconduct: Unexcused lateness to school; i.e. lateness to first period class.

Disciplinary Action:

- First three offenses per quarter are recorded in attendance folder.

- On the fourth offense a discipline referral will be sent home to be signed and returned for placement in the student's cum folder.
- As of the fifth tardy, there will be a whole grade drop for every tardy that quarter in the first period class.

Misconduct: Unexcused lateness to class.

Disciplinary Action:

- First three offenses, defined as not in seat and prepared to work when instruction begins, are recorded on the behavior clipboard.
- On the fourth offense, a discipline referral will be sent home to be signed and returned for placement in the student's cum folder.
- As of the fifth tardy, there will be a whole grade drop for every tardy that quarter for that particular class.

Unexcused lateness includes: oversleeping, staying up too late, repeated car breakdowns

Excused lateness includes: appointments with verification, acts of nature, funerals, and late airplanes, MEO bus riders

LEVEL II

Misconduct Examples:

- Running in school or within Kualapuu Business Center boundaries
- Failure to return required forms
- Out of seat without permission
- Misconduct during fire drills, assembly programs, or field trips
- Disruptive behavior
- Blurting out
- Leaving class without permission
- Throwing objects
- Detention misconduct
- Misuse or abuse of school supplies and materials
- Other unacceptable behavior comparable to the above

Disciplinary Actions:

- Offenses are recorded on behavior clipboard. Being listed three times in one day results in either a phone call home, a discipline referral, or a request for a parent conference.

If the offenses become so numerous as to interfere with the educational process, teachers have at their disposal all of the disciplinary actions: suspension of privileges (field trips, dances, participation in extra-curricular activities), detentions, study hall, out-of-school suspension, and any other lawful action they deem appropriate.

LEVEL III

Misconduct Examples:

- Insubordination-failure to obey teachers, aides, and others in authority
- Disrespect
- Cutting class
- Refusing to serve detention and/or unexcused absence from detention
- Leaving school without permission
- Truancy - absence from school without permission or legal excuse

- Forgery
- Obscene literature, speech or behavior
- Entering another's locker without permission
- Gambling
- Unwanted physical contact
- "Play fighting"
- Other unacceptable behavior comparable to the above.

Disciplinary Action:

- Phone call home with accompanying discipline referral
- Parent conference
- Study Hall 1:00-3:00 on a Friday
- Out-of-school suspension
- Expulsion

The precise nature of Level III offenses can vary a great deal depending upon circumstances. The staff is not restricted to any specific action at this level, but will act firmly and appropriately. Any of the above actions or combinations of actions may be imposed.

LEVEL IV

Misconduct Examples:

- Fighting where both parties engage in physical contact
- Arson
- Theft
- Assault
- Extortion - getting money or property by use of threats or violence
- False alarm
- Vandalism
- Harassment
- Weapons policy violation
- Drug, alcohol, and mood altering substance policy violation
- Repeated or serious Level I, Level II, or Level III misconduct
- Any other serious unacceptable behavior that results in injury or damage to another person or property or poses a threat to the safety or security of others in the school environment.

Disciplinary Action:

A parent conference shall be scheduled. A written report shall be filed within twenty-four (24) hours of the incident. Any of the following actions or combination of actions may be imposed.

- Parental notification and conference is mandatory
- Police notification and report
- Friday Study Hall from 1:00 to 3:00
- Out-of-school suspension
- Expulsion
- Restitution

LEVEL V-A

Possession, Distribution, Use and Abuse of Tobacco Products Policy

Aka`ula School is a tobacco free zone and as such recognizes a concern for the welfare of all of its students, and formulates this policy to deal with those students who possess (actively or constructively), distribute, and/or use tobacco products.

Constructive Possession: A person has constructive possession if the person knows the location and has the ability and intent to obtain control of an object. Knowledge and intent can be inferred from the totality of the facts. Possession may involve joint possession by two or more individuals.

Misconduct Examples and Disciplinary Actions:

- **Possession:**
Any student who, while subject to the school's jurisdiction as set forth above, possesses (actively or constructively) tobacco products will be subject to a one (1) to three (3) day out-of-school suspension on first offense and a parent conference.
- **Distribution, Use, and Abuse of Tobacco Products**
: Any student who, while subject to the school's jurisdiction as set forth above, distributes, uses, or abuses tobacco products will be subject to:
 - 1st Offense- A five (5) day out-of-school suspension and a parent conference.
 - 2nd Offense- parent notification and expulsion
- **Criminal Prosecution:**
As to any offense that occurs while on school property the school shall have the authority to file prosecutions with a district justice for tobacco possession or use.

Level V-B

Drug, Alcohol, and Mood-Altering Substances Policy

Aka`ula School is a drug and alcohol free zone. This policy, including the rules, regulations, and guidelines, is a concerted effort by the school to openly and effectively respond to any use or abuse of drugs, alcohol, and mood-altering substances by the members of our student population.

The following rules, regulations, and guidelines shall be used by all school personnel in situations involving a student's unlawful use, abuse, sale, distribution, and/or possession of drugs, alcohol, any mood-altering substances, or paraphernalia associated with the use of drugs, alcohol, and mood-altering substances. Terminology is defined at the end of this section.

Violation and Disciplinary Actions:

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative, and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances.

- **Violation.** A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.
 - **First Offense**
 - Parents will be immediately notified.
 - Law enforcement authorities will be immediately notified.
 - An informal hearing shall be scheduled.
 - If after the informal hearing the building administrator determines the student has committed the offense, the school will:
 - Suspend the student out of school for seven (7) days;

- Require that the student undergo an assessment by a licensed drug and alcohol facility and comply with the recommendations of that facility.
- Uncooperative behavior will lead to an additional three days of suspension.
- **Subsequent Offense(s)**
 - The student's parents will be asked to come to school immediately.
 - The law enforcement authorities will be notified.
 - An informal hearing will be held.
 - If after the informal hearing it is determined the offense has been committed by the student, the school will:
 - Expel the student.
- **Violation:** A student distributes a drug, alcohol, or mood-altering substance.
 - The student's parents will be required come to the office immediately.
 - Law enforcement authorities will be contacted immediately.
 - An informal hearing will be scheduled.
 - If after the informal hearing it is determined the offense has been committed by the student, the school shall:
 - Expel the student.

Additional Procedures and Rules

A student who is on suspension or assigned to study hall SHALL NOT PARTICIPATE IN NOR ATTEND any extracurricular school activity during this period of time. This will be in effect immediately upon notification of the suspension or assignment to in-school suspension.

NOTE: Any problem that is compounded by lying will result in more stringent disciplinary action.

Definition of Terms

Drug/Mood altering Substance/Alcohol:

Alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-containing substances, anabolic steroids, "look alike" drugs, and all controlled substances identified in the following laws:

Look-alike Drugs:

Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds.

Distribution:

To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession:

Active possession is to possess or hold any alcohol, drug, or mood-altering substance.

Constructive Possession:

A person has constructive possession if the person knows the location and has the ability and intent to obtain control of an object. Knowledge and intent can be inferred from the totality of the facts. Proximity does not establish possession, but may be used to infer knowledge or intent. Possession may involve joint possession by two or more individuals.

Cooperative Behavior:

Cooperative behavior is the student's willingness to work reasonably and helpfully with staff and school personnel, and to comply with requests and recommendations.

Uncooperative Behavior:

Uncooperative behavior is the student's resistance or refusal, verbal, physical, or passive, to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior.

Drug Paraphernalia:

Includes any equipment, utensil or item that in the school's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls.

Inspections and Searches

Inspections and searches shall be conducted per school policy as established by the Board of Trustees.

Violation of Policy

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the School District, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances. Student use of medications is permitted only as prescribed by a physician and with the knowledge and approval of the school staff.