



ISLAND
PACIFIC
ACADEMY

WHERE VALUES MATTER

2024 - 2025

PARENT / STUDENT

HANDBOOK

A GUIDE FOR ALL GRADES K-12



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From the Head of School

In a place and culture where values and people matter at Island Pacific Academy...

Our vision is to be Navigators of Change who Go Forward with Confidence (I Mua Me Ka Ha'aoheo).

Our mission is to Value Individuality, Empower Students, Inspire Future Success.

Our core values are:

- **Power of Human Kindness**
- **Generosity of Spirit**
- **Commitment to Excellence**
- **Ingenuity**
- **Growth-Mindset**

Our purpose is to cultivate values-driven students who positively impact the world.

IPA is West Oahu's largest independent, accredited college preparatory school enrolling students in Kindergarten through grade 12. IPA provides students with an academically challenging Design Thinking and Project-Based focused educational curriculum and experiences led by talented, caring, compassionate and committed faculty and staff in a nurturing and inspiring teaching and learning culture.

In grades K-5, our curricular program is truly relevant, purposeful and student-centered. In grades 6-12, we continue to implement a rigorous, relevant and engaging college preparatory curriculum. Social emotional learning components are introduced to students beginning in Kindergarten and continue throughout grade 12 and align to our school's vision, mission, core values and purpose. Students are also given opportunities to develop relevant real life skills and stewardship through community service opportunities that connect teaching and learning to the community and the real world. The Design Thinking and Project Based Learning processes are embedded into our curricular focus in various classes and courses in grades K-12 as well.

IPA is accredited by the Western Association of Schools and Colleges (WASC), the Hawaii Association of Independent Schools (HAIS), and is a member of the National Association of Independent Schools (NAIS). Accreditation signifies a commitment to ongoing school reflection, self-assessment and continuous improvement as we continue to strive to become one of the "premier independent schools in the nation."

IPA was founded on a belief and philosophy of being a place and culture where, "values and people matter" and are valued. These values are manifested in a common phrase used among students and adults: "Whenever you can, help." We want our students to see themselves as part of a larger

global community and instill in them the strong belief and stewardship that they can and should make a positive difference.

We are proud to have our graduates attending outstanding colleges and universities across the country and throughout the world. We continue to believe that at IPA we prepare students for careers and professions that may not exist yet, using technology that has not been invented yet, and to solve problems that we don't know are problems yet while living the core values of "power of human kindness, the generosity of spirit, commitment to excellence, a growth mindset, and ingenuity."

We are humbled, honored and appreciative to our families for selecting to partner with Island Pacific Academy in fostering, inspiring and sharing our vision, mission, core values and purpose as we help to nurture and prepare your child for future success in this ever-changing world.

Mahalo,



Gerald Teramae
Head of School





From the Elementary Division

"All students can learn and succeed, but not on the same day, in the same way."
- William G. Spady

Welcome to the Elementary Division at Island Pacific Academy!

At Island Pacific Academy, we eagerly anticipate partnering with parents and students to ensure a successful academic and personal year. We believe that a strong partnership with parents is crucial for a child's development, and we are committed to working closely with you to meet your child's needs and help them thrive in school.

Our elementary program is student-centered and multisensory, engaging children in active learning. Learning is a lifelong journey, and our program is designed with children's best interests in mind. Our curriculum aims to develop self-esteem, competence, critical thinking skills, and a love for learning. Through hands-on activities, inquiry-based projects, and project-based learning (PBL), students lead their experiences, face challenges, learn through experimentation, and think creatively and critically to solve problems. Learning trips, engaging guest speakers, and place-based learning help students apply their lessons to real-world situations.

We offer a well-developed, interdisciplinary curriculum that considers and responds to each child's needs. Core classes include Mandarin, 'Ōlelo, music, art, digital innovation, sustainability, and physical education. These subjects are integrated with grade-level content, enriching classroom learning.

From the moment students set foot on our campus, they are enveloped in a nurturing environment. Our warm carlines, friendly classroom greetings, and a strong sense of community create a safe and welcoming space for your child. We begin and end our weeks with a Monday morning assembly and a Friday afternoon Aloha assembly, fostering a sense of celebration and unity. Through these experiences, students not only learn personal and social skills, respect diversity, and resolve differences, but also feel secure and cared for.

Our faculty is dedicated to an evolving educational model that adapts to the needs of our dynamic community, preparing children for present and future success. We continually review and refine our curriculum to foster learning in a place where values truly matter. Thank you for entrusting us with the education and care of your children.



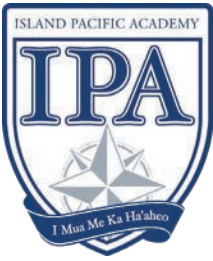
We eagerly look forward to a fantastic year of learning, growth, and fun together!

Sincerely,



Sa'ofetalai Faulkner
Elementary School Principal





From the Secondary Division

“Educating the mind without educating the heart is no education at all.”
—Aristotle

Aloha IPA Secondary Students and Families,

It is with great pleasure that I share this greeting to welcome our new and returning students and families to the 2024-25 school year. And it is even with more excitement that I am returning home, to Island Pacific Academy and to Hawaii, to serve as the Secondary Principal. I look forward to reconnecting with the students and families that I already know as well as meeting those students and families I have yet to meet.

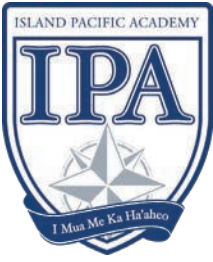
The quote by Aristotle above explains much about my philosophy and beliefs about education, which are closely aligned with Island Pacific Academy approach. We honor and support the development of the whole child, academically, socially, emotionally, and physically. What sets IPA apart is this intentional and thoughtful commitment to the whole child, which is essential to be successful in college and beyond. I am excited and honored to work alongside a caring group of educators who share these beliefs and this commitment.

To educate the whole child, the Island Pacific Academy educational experience is grounded in the 3 R's, rigor, relevance and relationships.

Rigor is a “given” at Island Pacific Academy. We believe rigor is not measured by the quantity or difficulty of work and tests but instead by having high expectations for each and all of our students, expecting them to think critically, creatively and deeply about their learning. Rigor comes from the interactions among teachers and students, and among students, through the questions that are asked (by students and teachers) and the discussions they have. Rigor occurs in an environment of support, where students feel appropriately challenged and safe to stretch their thinking and learning.

Relevance or “relevant” experiences allow our students to make connections and meaning with what they are learning. Teachers work to provide learning experiences in which students are engaged, interested and find value in what they are learning, and understand the “why” of what they learn. Authentic and meaningful learning experiences are provided which allow students to face challenges, learn through experimentation, and think creatively and critically in order to become individuals who are problem solvers, imaginative, independent and self-reliant.

Nurturing caring and respectful relationships are equally important to the development of learners at Island Pacific Academy. Our faculty and staff are committed to getting to know each student as individuals, their strengths and areas needing support, their learning styles and their passions, and what makes them who they are. These caring and respectful relationships are the foundation to a community where students learn to resolve differences and respect diversity, including people



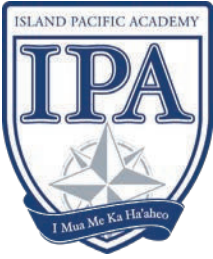
and ideas, to work and play cooperatively, and to treat each other with honesty, care and respect, important lifetime skills.

As we look forward to the upcoming school year, I invite you to partner with our faculty and staff as we work together to support each student to be successful in school and beyond, which includes your child's academic, physical, social and emotional development. Key to this partnership is open and ongoing communication. If you have any questions or concerns, please reach out to our dedicated teachers, counselors, support staff, our administration, or myself. We are all here to support and assist you and your child, with the goal to have an amazing school year.

With much appreciation,

Steve Ross
Secondary School Principal





Island Pacific Academy's Parent Association

Aloha Navigator families,

Welcome to another exciting school year. We are so happy you are part of our IPA 'Ohana. Island Pacific Academy's Parent Association (IPAPA) exists to drive engagement amongst the parent community, while pooling our diverse resources to enhance our children's educational program.

As an IPA family you are also an IPAPA member. We would love for you to join us in connecting with other families and collaborating on different projects and causes that raise the value of our children's learning experience.

Events and activities that you can join in are:

- Fall Parent Social
- Fall Family Movie Night in October
- Teacher Appreciation Week in May
- Hospitality & other support for IPA throughout the school year
- And fun other opportunities!

Stay tuned for information regarding upcoming events and meetings. If you have questions on how you can get involved send us an email at IPAPA@ipahawaii.org or visit our website at <https://islandpacificacademy.org/community/ipapa/>.

We look forward to navigating together to support the greater mission of IPA.

With Love and Aloha,
Island Pacific Academy Parent Association Board of Directors 2024-2025

About Island Pacific Academy

In a place and culture WHERE VALUES MATTER...

Vision

Island Pacific Academy inspires and enables our students to be Navigators of Change and “Go Forward with Confidence” (I Mua Me Ka Ha’aeo) to become caring, contributing citizens who can succeed in an ever-changing world.

Mission

Island Pacific Academy empowers students to discover their potential by providing a well-rounded college and career preparatory education that values each child’s individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners.

Island Pacific Academy is in the profession of educating students for careers and professions that have not been created yet, using technology that has not been invented yet, and to identify and solve problems that we don’t know are problems yet.

Our Beliefs

- Students first
- Values matter
- Community counts

Core Values

- The Power of Human Kindness
- Generosity of Spirit
- Growth Mindset
- Commitment to Excellence
- Ingenuity

Agreements of our Community

1. Aloha - Mutual respect
2. Ho’olohe - Attentive listening
3. Kuleana - Responsibility to participate / Right to Pass
4. Mālama - Take care of each other and this place
5. Pono - Do what is right / Only put-ups

School History

Founded in 2003, Island Pacific Academy enrolled its first students in September 2004. Under the leadership of Founding Headmaster, Daniel White, the school has grown from 200 original students to a current enrollment of approximately 560, and graduated its first class of seniors in May 2010.

A rigorous academic program that prepares students for college success is fundamental to the school's purpose. From the beginning, the school's mission has emphasized character and the cultivation of core values such as kindness and generosity of spirit. Visitors to the campus readily sense a school culture defined by friendliness, inclusiveness and mutual respect.

Island Pacific Academy is fully accredited by the Western Association of Schools and Colleges (WASC) and the Hawaii Association of Independent Schools (HAIS).

In 2004 and 2006, the school completed construction of its two large and well-equipped classroom and office buildings. In fall 2009 Island Pacific Academy completed negotiations which resulted in the purchase of the campus land. In the fall of 2015, IPA's grounds and facilities were acquired by WPC Haumea LLC, a subsidiary of Watumull Property Corporation.

Board of Trustees

The school is governed by a self-sustaining independent board of trustees which meets monthly to address broad policy issues and fiduciary matters. The Board President and Head of School confer frequently to facilitate communication and keep the board apprised of any significant developments between board meetings. All trustees support the school financially.

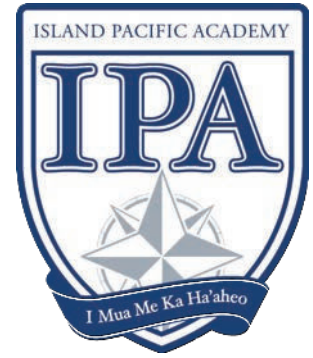
The board exercises responsibility as a committee-of-the-whole for trustee recruitment, to replace members whose terms expire and to continue to build the strength and breadth of the school board of trustees.

Current Board Members	Role on the Board
Gerald Teramae	Head of School
Cayenne Pe'a	President
James Malins	Vice President
Martha Camacho	Treasurer
Michael Young	Secretary
Joy Barua	Trustee
Lance Chee	Trustee
Leighton Hara	Trustee
Del Mochizuki	Trustee
Jerry Pupillo	Trustee
Leon Richards	Trustee
Mike Rompel	Trustee
Eric Seitz	Trustee
Kimberly Uehisa	Trustee

The IPA School Shield

Island Pacific Academy was founded in the tradition of excellent independent schools, and the shield element of the logo reflects those traditional roots.

However, IPA seeks to be of the place it inhabits, the very special place that is Hawai`i. Therefore, our school motto is given in the Hawaiian language: I Mua Me Ka Ha`aheo – which translates to Go Forward With Confidence. Another interpretation of the word ha`aheo would be “humble pride.” We take pride in our achievements, but always know there are ways to improve, and have the confidence that we have the skills to strive for such improvement.



The compass rose in the center of the logo is a historic navigational tool, and reflects our nickname, the Navigators. This same element is used on many of our athletic team uniforms and other items that reflect school pride and identification.

Navigators: Nickname History

One meaning of the name Makakilo (the region on the slopes above Kapolei) is “observing eyes,” or a place from which observations are made. It is believed that it was from this region that the early Hawaiians came to learn navigation by stars and constellations because they were easily studied from that vantage point. In addition, there are places on the higher slopes where one can see all the other main islands in the chain and understand their directional relationship with each other. So, this is a place where early wayfinders learned skills to navigate canoes across the Pacific.

Navigators at IPA are learning to navigate a metaphorical wa`a (canoe). IPA strives to provide our students with the skills they will need to navigate their lives and careers in the 21st century. The navigators of old were the leaders, the ones to show others the way. In similar fashion, we encourage IPA students to take leadership roles and to model the qualities of kindness and generosity of spirit, collaboration and respect for others.

School Colors

Island Pacific Academy school colors are Navy Blue, Silver, and Gold.

Oli/Alma Mater/The Navigator Song

Island Pacific Academy has its own special Hawaiian chant or oli, an Alma Mater, and a school song.

Our **oli, Nā Kau a Kau**, was written by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwinui, and her colleague, Kumu Melelani Spencer. In the words of the oli they incorporated the traditional roots of the Honouliuli ahupua`a, of which Kapolei is a part, and reflected the school’s founding core values of generosity and kindness.

The oli was introduced by Silva, Spencer and Kuahiwinui at an assembly in fall 2007, and

students learned to chant it during that school year, culminating in its first use by the whole school together in IPA's May Day celebration the following spring. It is now used to open assemblies and other events at the school on a regular basis.

Nā Kau a Kau

This oli was created especially for Island Pacific Academy by Na Pumehana Silva me Melelani Spencer

Kilo ka maka i uka i kai	Look to the uplands and to the sea
I Honouliuli a puni ē	and all around Honouliuli.
He nilu ka `ikena, Ka mā`ama`ama	It is an admirable view.
Ua ao ē	In the enlightenment of this time
E ho`okele i ke ala `imi na`auao	we will navigate the path of seeking knowledge
E ho`okele i mua me ka ha`aheo	We will move forward with pride,
Me ke aloha, ka hō`ihi	love, respect,
Ka lokomaika`i, Ka mahalo ē	generosity, and gratitude,
I ola mau	so that life continues
No nā kau a kau	for all time.
A pae aku	And we arrive.

The creation of the school **Alma Mater** was a collaboration by two faculty members, Cami Nihipali and "Doc" Wilson. Independently, they had each started their own versions of a possible tune with lyrics to serve this purpose. They worked together to produce the version that has been adopted by the school. It was introduced by the Class of 2010 at their graduation ceremony.

Alma Mater

Lyrics by "Doc" Wilson and Cami Nihipali; Music by "Doc" Wilson

Hail Navigators! Oh, we sing to silver, blue, and gold.
Na Ho`okele going forth to the future prepared and bold.
I mua me ka ha`aheo for our Hawai`i nei
With excellence in all we do, we are IPA.
Hail Navigators! Journey on and feel the humble pride.
Open hearts and open minds that help us grow inside.
The sea may rise and waves may roll and some have lost their way.
Helping others helps us lead, yes, we are IPA.

The Navigator Song was introduced to the Elementary Division in spring 2011. This song was the collaborative creation of Natalie Welch ('19) and her parents. It is sung frequently during elementary assemblies and other occasions.

The Navigator Song

Lyrics by Natalie ('19), Terry and Tam Welch; Music by Terry Welch

We are the Navigators and we lead the way,
Steering by the stars at night time,
Watching wind and waves by day.
Our wa`a sails across the ocean
Flying colors blue and gold,
Na Keiki of Hawai`i Nei and of the USA.

I Mua Me Ka Ha`aheo from our graduation day
We know the world is ours tomorrow,
No matter if we leave or stay.
We will show Aloha spirit
And we will practice what we learned:
Whenever we can, Help... Let's sail away...
'Til we meet again you'll have a friend at IPA.

Admission Information

Financial Aid

Island Pacific Academy is committed to creating an inclusive student body and broadening socioeconomic diversity by providing need-based financial aid to qualified students who could not otherwise attend our school. While our financial aid resources are limited, IPA's Financial Aid Program assists many students in their desire to attend IPA. Each year, over 25% of the student body receives need-based tuition assistance.

IPA uses FACTS Management, a nationally-recognized methodology and documentation review, in the financial aid process to help determine demonstrated economic need. Applicants should complete the application online at factsmgt.com.

IPA's financial aid committee considers many factors when assessing a family's ability to pay for educational expenses, including total income, assets, family size, standard cost of living, and number of children attending tuition charging schools. In making financial aid award decisions, the school's financial aid committee also takes into consideration the school's policies and priorities, the needs of our entire applicant pool, and IPA's limited financial aid budget. While paying for private school education is primarily the responsibility of the family, the school attempts to assist as many qualified students as possible when making financial aid awards.

Parents requesting financial aid must reapply each year by February 14. The financial aid application requires both **natural** parents to complete the online application with supporting documentation. For a **family with a non-working parent**, documentation explaining the reason for the non-working parent must be included with the application.

The school's policy for students receiving financial aid requires that students

receiving aid maintain an acceptable record of academic achievement, attendance, and citizenship. Additionally, both parents and students must contribute positively to the school's community. All information submitted with the financial aid application is strictly confidential.

The following are the expectations for financial aid recipients. **Failure to meet any of these expectations may result in a significant decrease in the financial award for the following school year.**

Academic Achievement

- **Elementary Students (K-5):** Must not receive a score of 1 in multiple areas indicating they are not meeting grade level requirements by the end of the school year's report card.
- **Secondary Students (Grades 6-12):** Must earn a C- or better in all classes at the end of each semester. Academic contracts and academic probation are indicators of poor academic achievement.

Attendance

- **Students (Grades K-12):** Must not accumulate more than 25 days of unexcused absences in a school year.

Citizenship

- **Students (Grades K-12):** Must adhere to the 5 Core Values, School Code of Conduct, and Community Agreements. A behavioral contract/support plan or a suspension indicates poor citizenship.

Please contact the Director of Admission for more information regarding the financial aid process.

Re-enrollment/Student Withdrawal Policy

Re-enrollment

Re-enrollment contracts are issued in February and are due, along with a deposit of \$550, on the date specified in the contract. Please note that class assignments are not guaranteed if the Enrollment and Tuition Contract is not received by the school on the date specified.

In addition to submitting the Enrollment and Tuition Contract, parents or guardians are required to enroll in the FACTS online tuition payment system and select the single payment or monthly payment option. Monthly payments are deducted from June through May of the following year. Failure to enroll in FACTS in a timely manner may result in increased monthly payments, depending on the month of enrollment.

Enrollment may be canceled by the parents or guardians in writing, without penalty, by

the date specified in the Enrollment and Tuition Contract, except for the forfeit of the \$550 reservation deposit.

The Student's Certificate of Release, provided by Island Pacific Academy, should be signed by the parent or guardian, and submitted to the student's new school.

During the School Year Withdrawal

Parents or guardians are required to pay tuition for the full school year. The Tuition Refund Plan, purchased at the time of enrollment or re-enrollment, covers a portion of the student's tuition if he or she does not complete the academic year because of withdrawal or dismissal.

Participation in the Tuition Refund Plan is required unless the full annual charges are paid by the date specified in the Enrollment and Tuition Contract, in which case it becomes optional.

To withdraw while the school year is in progress, a written notice should be submitted to the Business Office 30 days before the student's final day of attendance. The Student's Certificate of Release, provided by Island Pacific Academy, should be signed by the parent or guardian, and submitted to the student's new school.

Application Records

Application records are securely archived for a period of three years after which the records are then destroyed.

Advancement - Supporting IPA

Successful schools thrive when they are enriched by the time, talent or treasure shared by those in the community who believe in the value of an education provided by a private and independent program. Island Pacific Academy and all of our students benefit from the philanthropic efforts of our parents and extended community.

We ask that our families support IPA by volunteering; making an unrestricted gift to the Annual Fund or for a specific cause such as financial aid, the arts, athletics, academics, or professional development; by attending or otherwise supporting school events; and by sharing contacts and useful information when the school is researching and applying for grants.

Every effort is appreciated and every gift makes an impact.

The Annual Fund

The Annual Fund helps to meet the immediate needs of Island Pacific Academy's students. At Island Pacific Academy, we aim to ensure academic success and character development in a learning environment where values matter, and students are valued. The Annual Fund provides operational support for excellent learning possibilities for faculty to inspire students,

through necessary learning trips, the latest teaching tools and equipment, offer competitive salaries to faculty, allowing Island Pacific Academy to maintain and attract the best. Every gift, of any size, makes an immediate impact to support your children's education.

Our Annual Fund goal is always 100% participation from parents, faculty and staff, and Board. The participation level in the Annual Fund provides a quantifiable way to show the strength of our school community. This is particularly important when applying for grants and accreditation. 100% participation shows we are a strong and vested school community.

Generally, donations to the Annual Fund are unrestricted gifts, and the funds are used immediately to help bridge the difference between tuition income and the actual cost of providing the high quality program our families have come to expect. Gifts to the Annual Fund can be made online with a credit or debit card, with check/cash sent or brought in to the Administration Office, paid in a lump sum or in pledged payments over any number of months. IPA is a qualified 501(c)3 non-profit entity under the rules and regulations of the Internal Revenue Service and the State of Hawaii. All gifts to the school are fully tax deductible to the fullest extent of the law.

We ask our families to support the Annual Fund each year in a capacity that works with each family's budget. Parents can also help to generate further support of the Annual Fund by letting extended family and friends know that anyone can contribute at any time. Many businesses and companies offer "matching gift" programs so we encourage families to inquire at their workplace for details.

Events: Gala Event & Golf Tournament

Special Fundraising Events will be modified at all times for the safety and well being of our community.

Gala Event

Island Pacific Academy's annual dining and auction benefit is a well-attended event with proceeds supporting a myriad of programs at the school including financial aid and IPA's Annual Fund. A variety of corporate sponsorship levels are available which may include a reserved table at the event, recognition throughout the evening, and acknowledgment in advance of the event on the school website and printed collateral. Individuals may purchase single tickets, multiple tickets, or entire tables. A portion of sponsorships, tables and individual ticket fees are tax deductible.

Golf Tournament

Island Pacific Academy's annual golf tournament is a great day of golf and many other activities typically including a putting contest, hole-in-one contests and team prizes all to support IPA's Annual Fund, financial aid, Athletics and other student programs at the school. Corporate sponsorship packages are available to provide company recognition and business opportunities at the event. This is a perfect way to entertain clients and meet new friends in an exciting setting. Participants can register individually or by completing a team. A portion

of sponsorships, team and individual registration fees are tax deductible.

For both the Gala Event and Golf Tournament, the school is always looking for new sponsors to help underwrite the events, new donors for prize or auction items, word-of-mouth advertising to increase attendance, and volunteers to help plan and execute the events. Our IPA families can assist in these efforts by sharing corporate contacts with the Advancement Office, helping to suggest and solicit new donors, encouraging friends and neighbors to attend the event, and donating time and talent to the planning of the events as a volunteer.

Grants - Foundations and Other Gifts to the School

The school requests and receives funding each year from a variety of foundations, organizations, companies, and private donors. The gift of these funds supplements the school's budget supporting financial aid; faculty salaries and professional development; quality programs all IPA students enjoy and benefit from; and maintenance of our facilities and grounds.

Parents can assist the school in the grant process by:

- notifying the Advancement Office of any support that may be available to the school by their workplace (*e.g.*, project-specific grants, financial aid donations, employee matching funds).
- sharing relationships and valuable contact information of potential benefactors they may know.
- responding to requests for thank you and acknowledgment letters on behalf of the school for grant reports or applications.
- permitting the school use of student photos in grant reports and proposals (see Media Policy page 41)
- volunteering time to assist with grant searches (see Parent Participation page 24).

Athletics

Navigator Athletics Program

Island Pacific Academy Navigator student-athletes compete in the Interscholastic League of Honolulu (ILH). The ILH consists of over 20 programs on Oahu. In addition to ILH competition, Island Pacific Academy athletes can compete on the state level in HHSAA state championships. Island Pacific Academy has regularly fielded over 30 teams from more than 10 sports. In addition to school teams, Island Pacific Academy also participates in co-op teams with other schools, and PAC-5 athletics. PAC-5 is a system of co-op teams within the ILH composed of smaller independent schools to field teams that are not sustainable for small schools.

Within the ILH, IPA participates at three levels of competition:

- Intermediate: students in Grades 7-9 are eligible for this level
- Junior Varsity: students in Grades 9-11 are eligible for this level
- Varsity: students in Grades 9-12 are eligible for this level.

Level of participation is based on team declarations, grade level of the student and coaches discretion. Participation in athletics requires an additional fee of \$260. This fee covers league expenses associated with the sport and offsets school costs for coaches, equipment, supplies, and transportation.

All student-athletes are required to have an updated physical form every year. Physicals are valid for 12 months. IPA's student-athletes are the Navigators. More information about IPA's Athletics Program can be found in the 2024-2025 Student/Parent Athletic Handbook.

To register for a sport, sign and upload documents, go to <https://registermyathlete.com/> and set up an account for your student-athlete.

Contact the Director of Athletics, Raymond Fujino if you have questions.
Phone: 808-674-3572 Email: rfujino@ipahawaii.org

IPA Community/Parent Participation

Parents as Collaborators with the School

At Island Pacific Academy, 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 of their child's progress (by using the FACTS Portal for Grades 6-12), using the Island Pacific Academy website for events at school, and regularly checking and reading emails. Likewise, we encourage parents to inform teachers and administration when there are situations in the life of a student outside of school that might affect his/her academic performance. In return, Island Pacific Academy 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 a child's progress or other aspects of school life, the school encourages direct contact with the teacher or student advisor by phone or email. An impromptu dialogue before or after school during drop off/pick up is not the best or most convenient time to engage teachers in a conference. Parents are always welcome to schedule an in-person or virtual meeting with their child's teacher(s) or administrator.

When parents choose to enroll their child at Island Pacific Academy, they agree to subscribe to our vision, mission, core values, our general philosophy, procedures and guidelines, and to respect our educational decisions. At Island Pacific Academy, the best interests of the student, in our professional experience, always come first when we make decisions

about placement, curriculum or approaches to student 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 he/she has not received a sufficient or satisfactory response from the teacher or other staff member, then an appointment with the teacher and administrator can be scheduled to try to reach resolution.

However, if an impasse arises that we cannot resolve, and a parent(s) decides that he/she/they can no longer remain a supportive and constructive member of the school community, it may follow that another school would be a better match for the family.

Volunteering at IPA

In the spirit of community and collaboration, Island Pacific Academy strongly encourages parents and/or other family members to be actively involved in their child's education and school community. Volunteering is an important ingredient in a school's success and is a great way for families to stay engaged in their child's education. Island Pacific Academy **asks that each family volunteer a minimum of 15 hours per school year.** There are many opportunities available either on campus or at home, during the school day or during evenings or weekends. Volunteer hours will include activities you may already be doing such as reading to students in the classroom, chaperoning a learning trip, serving as a Classroom Parent Representative (CPR), or participating as a volunteer for the Gala Event or the Golf Tournament. Getting involved in the IPA community will give you the opportunity to meet other families, have some fun and make a difference!

Island Pacific Academy uses a web-based program to coordinate volunteer sign-ups and track time donated to projects. The school will share volunteer opportunities with parents via email.

Parents of students receiving financial aid from Island Pacific Academy should track volunteer hours. If a student is receiving financial aid from an outside funding source, it is the responsibility of the family to be sure to fulfill any required volunteer work. In these cases, coordinators can provide documentation of hours as long as the family signed up to volunteer using the designated web-based program.

Island Pacific Academy Parent/Teacher Association (IPAPA) and Classroom Parent Representatives (CPRs)

Island Pacific Academy Parent/Teacher Association (IPAPA)

The Island Pacific Academy Parent/Teacher Association (IPAPA) includes all parents/

guardians of students attending IPA; every parent and/or guardian of an IPA student is automatically a member. The purpose of the association is to support the school and strengthen bonds within the IPA community. IPAPA organizes community service efforts (*e.g.*, campus clean ups), faculty/staff appreciation events and Fall Family Movie Night.

IPAPA consists of an Executive Board with elected officers (President, Vice President, Secretary, Treasurer) and grade level directors (K-2, 3-5, 6-8, 9-10, 11-12). The Executive Board holds meetings once a month with grade level directors at the school and two general meetings a year (one in each semester), which all parents are encouraged to attend.

Classroom Parent Representatives (CPRs)

Classroom Parent Representatives (CPRs) are an essential piece of the fabric of IPA. CPRs help to foster the sense of community that is recognized as one of the outstanding features of our school.

CPRs play an important role in the Island Pacific Academy community, supporting the classroom teacher and as a liaison between the classroom teacher and parents.

Additionally, CPRs help to represent their classrooms or grade levels for some whole school activities and projects. The level of participation and involvement of the CPR is determined by individual teacher and classroom/grade level needs. CPRs in Elementary are selected by individual classroom teachers after parents have indicated their desire to volunteer in this way. Secondary CPRs represent an entire grade level, are frequently experienced elementary CPRs, and/or have filled a similar role at a previous school.

Elementary Classroom Teacher Support

- Liaison on behalf of parents
- Communication of special events and news with families
- Help coordinate classroom volunteers
- Help coordinate special classroom events including La Kupuna refreshments and the End of Year activity
- Reach out to families new to IPA to welcome them to the community and serve as another point of contact for questions

Secondary School Support

- Help to disseminate information to parents from grade level and school
- Help coordinate volunteers for class and school events (learning trips, potlucks, *etc.*)
- Be a point of contact for the Pu'uhonua
- In the upper grades help with class activities that center around fundraising
- Work closely with the class sponsors and the Advancement Office in communicating events and volunteer needs
- Reach out to families new to IPA to welcome them to the community and serve as another point of contact for questions

School Support

- Help to inform, recruit and facilitate selection of parents from their class/grade level to serve on committees for various school wide projects and events. Advancement will meet with CPRs to give them a list and description of each event.
- Liaison to IPAPA

If possible, it is recommended that more than one parent share the CPR responsibilities and that CPRs from the same grade level work together. It is recommended that CPRs seek and get support from other grade level parents to complete the tasks.

Community at IPA

All that we do as learners is made possible because of our dedication to cultivating community within our 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 among our students, faculty and parents.

The Monday Morning and Friday Aloha assemblies (Grades K-5) and Town Hall, Pu'uhonua, and class meetings (Grades 6-12) are all designed to support and facilitate communication, creative thought, integrity and leadership within our school community.

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

- Aloha – mutual respect
- Ho`olohe – attentive listening
- Kuleana – responsibility to participate; right to pass
- Mālama – take care of each other and this place
- Pono – do what is right; only put-ups

These agreements of community help to create a school culture where all people, students 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 interact productively.

Our goal is to ensure that all people connected with the school experience our community as safe, a place where people can express opinions, 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; idealistic, to be sure, but idealism worth pursuing.

Civility Policy

Toward the goal of encouraging all adults (teachers, staff and parents) to model civil behavior for students, the school has adopted a Civility Policy.

The purpose of Island Pacific Academy's Civility Policy 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, at school events, or on social networking sites on the internet.

The school asks adults to model for students behavior based on kindness, trust, high ethical standards and a generosity of spirit. None of us are perfect, but we can encourage in each other the highest of standards. Above all, and at the very least, Island Pacific Academy 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.

Non-Discrimination Policy

Island Pacific Academy is an inclusive community that takes proactive measures to ensure that all feel welcomed, accepted, valued, and safe. Students and employees are entitled to an educational and employment environment that is free of discriminatory harassment. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in its administration of admissions policies, academic and extra-curricular programs or employment practices on the basis of race, color, religion, gender, national or ethnic origin, age, sexual orientation, gender identity or gender expression, pregnancy (including childbirth, or related medical conditions), military or veteran status, physical or mental disability, genetic information, socioeconomic status, marital or familial status or any other protected class under applicable federal, state or local law.

Island Pacific Academy will provide reasonable accommodations as necessary and where required by law so long as the accommodation does not pose an undue hardship. This policy is not intended to afford students or employees with any greater protections than those which exist under federal, state or local law.

Island Pacific Academy does not tolerate discriminatory harassment of any employee, student, visitor or guest. Protected class harassment constitutes a form of discrimination that is prohibited by Island Pacific Academy policy. Harassment in this context is defined as unwelcome conduct by any member or group of the school community on the basis of actual or perceived membership in a class protected by policy or law.

Island Pacific Academy strongly urges the reporting of all instances of discrimination and harassment, and prohibits retaliation against any individual who reports discrimination, harassment, or participates in an investigation of such. Island Pacific Academy will act to remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. A hostile environment is one that unreasonably interferes with, limits, or denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe, persistent and/or pervasive, and objectively offensive.

Appropriate disciplinary and/or corrective action, up to and including immediate suspension, expulsion or termination will be taken against any student, employee or other individual who violates this policy.

Reports of discrimination or harassment should be made to the Division Principal or Compliance Officer/Title IX Coordinator. The following person has been designated to handle inquiries and questions regarding the application of nondiscrimination and harassment policies and grievance procedures:

Compliance Officer/Title IX Coordinator

Harriet Ngethe, Director of HR

808-674-3523 ext 559

hnethe@ipahawaii.org

General School Information

Tobacco Free Campus

Island Pacific Academy prohibits the use of tobacco products, including vaping with e-cigarettes, on campus or at any school-sponsored activity where faculty, students, or families are present. This policy aims to promote a safe and healthy environment for everyone in our school community.

Visitors to Campus and Classrooms

Arrival and Parking: Visitors must inform a facilities staff person or security upon arrival and park in designated areas (e.g., visitor stall).

Check-In: Visitors must check in at the Elementary Office on the first floor of the two story building or Secondary Office on the third floor of the three story building to receive a Visitor Pass.

Parent Visits: Parents are welcome to visit and volunteer but should coordinate with teachers to avoid disruptions.

Special Events: Special events throughout the year will offer opportunities for parents to participate.

Student Visitors: Non-IPA student visitors are not allowed during the day without approval from the division administrator.

Appointment Scheduling: All visitors, including parents, are encouraged to pre-schedule any planned appointments or meetings on campus. They can do so by emailing or calling to schedule an appointment with the appropriate individuals (teachers, staff, or administrators). If immediate assistance is needed, they should contact the Elementary or Secondary School

Offices. Each visitor will check in with office personnel.

Forms and Payments: Families are encouraged to either email, postal mail, or have their children bring in any forms that need to be returned. All lunch payments are done online.

Forgotten Items: Although students are encouraged to be responsible and prepared for the day, they may occasionally forget an item. All items should be labeled (first name, last name, grade) and placed in a bag. The student will pick up these items directly.

Office Hours/Daily School Schedule

Office Hours (when school is in session)

- **Opens** 7:30am
- **Closes** 4:00pm

Morning Supervised Study and Extended Day Program (Grades K-5)

- *Morning Supervised Study*
 - Begins: 6:30am
 - Ends: 7:45am
- *After School: Extended Day Program*
 - Monday, Tuesday, Thursday, Friday: 3:00pm - 5:30pm
 - Wednesday 2:15pm - 5:30pm

For families interested in these additional programs (listed above), please refer to the Back To School Parent/Student Resource Guide.

Grades K-5

	Kindergarten	Grades 1-5
Drop off	7:30-7:55am	7:30-7:55am
School Day Begins	8:00am	8:00am
Mon, Tues, Thurs, Fri Dismissal	2:45-3:00pm	3:00-3:15pm
Wednesday Dismissal	2:00-2:10pm	2:10-2:25pm

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

To ensure the safety of your child(ren), please refrain from dropping them off on campus before 7:30am if they are not enrolled in IPA's morning supervised program. This policy applies even if your child(ren) are with an older secondary (Grades 6-12) sibling/student. A \$15 fee will be charged for any elementary child left on campus before 7:30am. This fee will be charged for each occurrence, as child care must be provided by the school for your child's safety. Morning Supervised Study is available from 6:30am. The Elementary building

will open at 7:30am, and individual classrooms will open at 7:45am. Students who arrive on campus between 7:30 - 7:45am are expected to sit quietly near their classroom door. For Kindergarten students with older siblings in grades 1-5, they may be picked up at the later pick-up time with their older sibling (3:00pm on Mon, Tues, Thurs, and Fri and 2:15pm on Wed).

At Island Pacific Academy, student learning and safety are our priorities. To support this goal, we request parents and families to follow these drop-off procedures:

- It is recommended that parents drop off their children at the carline. This will help students develop independence and make the transition to school.
- Parents of younger students or students with special projects may park and walk their children up to the building.

Deliveries

To maintain a focused learning environment, please limit deliveries such as flowers, pizza, notes, or forgotten lunches. If you must drop off an item, please notify the Elementary or Secondary School Offices beforehand. Label all items with the student's first name, last name, and grade, and place them in a bag for direct pickup by the student. Food delivery services like Door Dash or Grubhub are not allowed on campus, so please refrain from using these services for on-campus deliveries, as the school will not accept the delivery or cover the cost of undelivered food.

Attendance Policy

Regular attendance is crucial for academic progress. At Island Pacific Academy, we expect students to miss school no more than a few days in a normal academic year (see Excessive Absences, page 33). Unless a student is ill or there is a family emergency, parents are expected to ensure daily attendance. Other reasons for absence will be evaluated individually but will generally be considered unexcused unless approved by the Elementary or Secondary Administrator.

To report a student's absence, please contact the appropriate office before 8:00 a.m. on the day of absence:

- Grades K-5 Elementary Office at 808-674-3580
- Grades 6-12 Secondary Office at 808-674-3564

Leave a voice message with your name, relationship to the student, student's name, grade (or Pu'uhonua teacher for Grades 6-12), reason for and expected duration of the absence. Notes from a physician are required for absences of more than four days due to illness.

Tardiness is monitored by the Elementary or Secondary Administrator.

Elementary and Secondary School Student Absences

We understand the importance of school attendance, but we also emphasize the need for students to attend only when healthy. To accommodate this, we've increased the allowable absences to 25 days per school year. If your child may exceed this limit, please reach out to the Elementary or Secondary Administrator to discuss how we can support your child's needs.

Appointments During the School Day

For minimal disruption, schedule routine doctor appointments early or late in the school day. When picking up a student for an off-campus appointment, check out at the appropriate office (i.e., elementary with the elementary office manager and secondary with the secondary office manager). Upon returning to school after an appointment or arriving tardy, students must check in at the office.

Elementary parents do not need to request homework when their child is absent. The classroom teacher will provide missed assignments upon the student's return.

Secondary students are responsible for communicating with teachers and checking Google Classroom and the FACTS Portal for missed assignments.

Excused and Unexcused Absences

Regular attendance is expected. Children should be sent to school when healthy; if unwell, they should stay home. For family emergencies, parents should contact the classroom teacher and Elementary Office Manager (Grades K-5) or Secondary Office Manager (Grades 6-12) to report the absence.

All other reasons for absence will be evaluated individually but are generally considered unexcused unless approved by the Elementary or Secondary Administrator. Teachers are not expected to provide tutoring or make up missed material for unexcused absences.

Skipping class during the school day will result in disciplinary action by the Secondary Administrator. Secondary students (Grades 6-12) found either remaining on campus in an unauthorized location or leaving campus without permission will be considered skipping class, leading to disciplinary action by IPA Administration, which may include conferencing, parent notification, community give back, and repeat violations may result in suspension or expulsion.

Students must have an excused absence from school on the day of an extracurricular activity to participate in Island Pacific Academy-sponsored activities on that day, including learning trips, IPA sporting events or practice, evening performances, or dances.

Extended Absences

Extended absences can hinder academic progress. An extended absence is any planned or anticipated student absence from school that exceeds three consecutive school days. It's

advised that students avoid trips, vacations, or leaves during the school year unless they have a clear educational or familial purpose. Efforts are made to communicate the following school year's calendar about half a year in advance in order for families to plan accordingly.

Students and families are required to notify their teachers and the Elementary Administrator or the Secondary Administrator in writing or via email at least two weeks prior to any planned absence. It's the responsibility of the teachers to determine the work assigned during this period.

For students in Grades 6-12, it is their responsibility to stay current with their work while away. They should regularly check Google Classroom and/or the assignment section of their Leave of Absence form to ensure they keep up with their studies during their absence.

Absences must be formally approved by the respective Administrator. Students in Grades 6-12 need to fill out and submit a Leave of Absence form, which is obtainable from the Secondary School Office.

Any absence not reported at least two weeks in advance, or without a justifiable educational or familial reason, will be recorded as unexcused.

Grades 9-12:

During the final weeks of each semester, time is allocated for semester end summative assessments. Any extended absences during these weeks, not due to illness or family emergencies, will be considered unexcused. This may impact the ability to make up or submit missed assessments for credit. Reasons for absences other than illness or family emergencies will be evaluated individually but are generally considered unexcused unless approved by the Secondary Principal. Students missing exams or other in-class work due to an unexcused absence may not be allowed to make up the work. Teachers are not expected to provide tutoring or make up for material missed during unexcused absences.

Excessive Absences

Understanding the importance of in-school attendance while prioritizing health, we ask parents to ensure students come to school only when well. To accommodate health-related absences, we've increased the allowable absences to 25 days per academic year. Should your child risk exceeding this limit, please reach out to the division administrator to explore supportive measures.

For cases of significant missed instructional time, the division administrator will individually assess the situation to decide on the necessary steps and consequences.

Elementary Division (Grades K-5): Students absent more than 25 days due to serious illness or exceptional circumstances will undergo an individual assessment to determine if they are prepared to progress to the next grade level in the following year.

Secondary Division (Grades 6-12): Students with substantial missed instructional time will have their situation reviewed by the Principal and Vice Principal to decide if they need to

repeat any courses, a portion of their coursework, or the entire grade level or course subject.

Tardiness

Late arrivals disrupt both the student's learning and the classroom environment. We rely on parents to ensure students are at school a few minutes before classes begin.

Tardiness is documented on the student's permanent record. If your child will be late, please notify the division office with a note or phone call; otherwise, the tardiness will be marked as unexcused.

Frequent unexcused tardiness may prompt a discussion about whether Island Pacific Academy remains a suitable environment for the student, reflecting on the family's valuation of education.

For Grades 6-12, tardiness breaches the Student Code of Conduct. Repeated unexcused lateness may lead to disciplinary actions such as a Give Back (i.e., in-school community service), suspension, loss of privileges, or a required parent conference. Persistent tardiness could result in expulsion.

Drop-off and Pick-up Procedures for Grades K-12

Grades K-5 Schedule

- Drop-off Time: 7:30-7:55am for both Kindergarten and Grades 1-5
- School Day Begins: 8:00am for all
- Dismissal (Mon, Tues, Thurs, Fri): 2:45-3:00pm for Kindergarten, 3:00-3:15pm for Grades 1-5
- Wednesday Dismissal: 2:00-2:10pm for Kindergarten, 2:10-2:25pm for Grades 1-5

For the safety of your children, please avoid dropping them off before 7:30am unless they are enrolled in IPA's morning program. A \$15 fee applies for early drop-offs. The Elementary building opens at 7:30am, with classrooms opening at 7:45am. Kindergarten students can be picked up with older siblings at the latter's dismissal times.

Drop Off/Pick Up Details

- Library Parking: Available 7:30-8:00am. Not available for after-school pick-up; please plan accordingly
- Traffic Safety: Follow directions and avoid cell phone use while driving on campus

Secondary (Grades 6-12) Schedule

- Drop-off Time: 7:45-8:00am

- School Begins: 8:00am
- Dismissal: 3:10pm (Mon, Tues, Thurs, Fri), 2:30pm (Wednesday)

Secondary students arriving before 7:30am should wait in the lanai area quietly, without leaving campus. **There is no supervision before school starts.** Island Pacific Academy will not be responsible for the safety or supervision of students before the start of school, unless involved in a school sponsored activity supervised by an administrator, faculty or staff member. Students will not be allowed into the building before the start of school unless supervised by an administrator, faculty or staff member. It is advised that before school students do not leave campus and then return (e.g., purchasing snacks at a store nearby), if so they do so at their own risk. Students are advised to remain on campus once they are dropped off.

General Morning Drop-Off Guidelines

- Efficiency: Pull forward as far as possible in the drop-off line to expedite the process
- Parking: Available in designated areas, avoiding library and faculty spots unless necessary

Dismissal Times Overview

Day	Kindergarten	Grades 1-5	Grades 6-8	Grades 9-12
Mon, Tues, Thurs, Fri	2:45-3:00pm	3:00p-3:15pm	3:10pm	3:10pm
Wednesday	2:00-2:15pm	2:10-2:20pm	2:30pm	2:30pm

To ensure a smooth dismissal, please adhere to scheduled pick-up times and traffic guidelines.

Elementary Pick-up Procedure

Display the issued placard for identification. Kindergarten dismissal at 2:45pm, Grades 1-5 at 3:00 PM, with adjustments on Wednesday. Prompt pick-up is appreciated.

Secondary Pick-up Procedure

Students should leave promptly after school ends at 3:10pm or 2:30pm on Wednesdays unless involved in supervised activities. Follow traffic flow and curb guidelines for pick-up. Pick-up of students should occur within 15 minutes of dismissal. **There is no supervision after dismissal.**

Island Pacific Academy will not be responsible for the safety or supervision of students after dismissal, unless involved in a school sponsored activity supervised by an administrator, faculty or staff member. Students will not be allowed into the building after dismissal unless supervised by an administrator, faculty or staff member. It is advised that after school

students do not leave campus and then return (e.g., purchasing snacks at a store nearby), if so they do so at their own risk. Students are advised to remain on campus and wait to get picked up.

Island Pacific Academy prioritizes the safety and learning of students, requiring cooperation from all families in adhering to these procedures.

Procedures for Late Arrivals and Early Departures

Tardy/Late Arrivals: Students arriving after the school day begins should head to their respective building. Elementary students need to be accompanied to the Elementary building's front door. Upon arrival, students must check in with the Office Manager to receive a tardy slip, and proceed to their classroom.

Early Release: For student pick-up, parents must notify the Elementary or Secondary Office Manager, based on the student's grade level, upon their arrival on campus. The Office Manager will then inform the student's classroom for release.

Advance Notice for Early Release: Parents or guardians should provide advance notice for early release through a signed note, phone call, or email detailing the date and time. This ensures proper authorization for the child's release. Direct notification from students is not considered valid for early release without parental or guardian verification.

Safety Measures: For safety, students will only be released to a parent or an authorized individual listed on the consent form before the official dismissal time. Proper identification will be required for verification.

Elementary Pick-Up: The Office Manager will escort students to their parents waiting at the curb. If curbside pick-up is impractical, parents are asked to park and meet their child at the Elementary building entrance.

Secondary Pick-Up: Secondary students will be released to an authorized adult, who may park in the designated Admission Visitor stall or along the curb. For ID verification, the adult should present their ID to the staff member accompanying the student.

Emergency Contact: In emergencies, please contact the respective Office Manager for assistance.

Faculty Availability

Grades K-5: To schedule a meeting with your child's teacher before or after school, please send an email to their school address, formatted as first initial, last name@ipahawaii.org.

Grades 6-12: Students can receive additional support through Flex Study Hall or Flex Office Hours or by arranging individual conferences with teachers. Teachers are available for after-school appointments on Monday, Tuesday, Thursday, and Friday. Appointments can be scheduled by contacting teachers via their school email addresses, formatted as first initial last name@ipahawaii.org. If a student is struggling academically, teachers may mandate

students attend Flex or an after-school conference. Failure to attend these sessions will result in a referral to the student support counselor or secondary administrator.

Study Hall for Grades 10-12

In Grades 10-12, study hall periods are specifically designated for AP or Honors students who are not attending class. During these periods, students are expected to use the time for academic work, such as completing assignments, studying for exams, or engaging with AP or Honors course material. The locations for these study hall periods will be assigned on the student's schedule.

Lunch

All students are expected to eat a nutritious lunch each day, with two options available: bringing lunch from home or signing up with one or more of the school's caterers. Lunch vendors will provide meals in individual containers or packaging to those who pre-order. Additional details are available from the Elementary Office and the Secondary Office. Specific menu information will be regularly provided by the school. Students who do not pre-order lunch will continue to bring their own.

For all lunches and snacks brought from home, the school expects that candy, soda pop, energy drinks, and other foods and drinks with high sugar/low food value not be included.

Elementary students will eat their lunches either in the classroom or outside in designated areas. To reduce the risk of spreading germs, sharing of food and utensils will not be allowed. Secondary students will primarily eat their lunches in the Gulab & Indru Watumull Room (formerly the MPR) or outside in designated areas. There may be times when Secondary School students will eat in classrooms (e.g., meetings, club activities).

Snack items will be available for purchase at the Secondary Snack Shop for Secondary students. Understanding that eating requires extra precautions, hand washing and sanitizing will happen before and after lunch, and tables and desks where students eat lunch will be sanitized. We encourage snacks and lunches that do not require heat or hot water.

Class Parties/Special Events

When inviting classmates to birthday parties or special events, please ensure that all students in the class are included to avoid any feelings of exclusion. Party invitations should not be distributed on school campus unless the entire class is invited.

For birthday celebrations, a 10-minute time period will be allowed during class (Elementary during snack time and Secondary during Pu'uhonua Class). Secondary School students should coordinate celebratory arrangements with the Pu'uhonua teacher ahead of time for curriculum adjustments.

Teachers must be notified at least 24 hours in advance for bringing in an individually wrapped snack. To promote a safe and healthy environment, it is recommended to bring healthy foods for birthday celebrations.

In the elementary division, no goodie bags or balloons are permitted for birthdays or holidays. For Valentine's Day, students may pass out cards to the entire class. Commercially made cards with a sticker, tattoo, eraser, or pencil are permitted, but cards with candies or toys attached are not allowed.

For questions or concerns about class parties, special events, or acceptable snacks, please contact your student's homeroom or Pu'uhonua teacher.

Soliciting on Campus

Students and/or parents are not permitted to solicit funds or sell fundraising items on campus for personal activities, such as Little League pizza coupons, Girl Scout cookies, Zippy's chili tickets, etc.

Student Financial Accounts

A Student Financial Account is opened at the time of enrollment with every completed IPA Enrollment and Tuition Contract and will remain open until the student withdraws and the balance is cleared. In addition to submitting the Enrollment and Tuition Contract, parents or guardians are required to enroll with the FACTS tuition management program (a third-party tuition management and collection service used by IPA) and select the single payment or monthly payment option. Monthly payments are deducted from June through May of the following academic year.

Failure to enroll in FACTS in a timely manner may result in increased monthly payments, depending on the month of enrollment. IPA monthly statements and applicable FACTS fees are available by request.

Please note regarding IPA accounts:

- For check payments that are returned for lack of funds, a \$30 NSF fee will be charged to the IPA student account (or to any individual) and the check will be automatically redeposited to the financial institution. If the check is returned a second time for lack of funds, a \$30 NSF fee will be re-assessed and the check payment will be reversed from the IPA student account.
- IPA reserves the right to report NSF's to authorities or to credit bureaus and may stop accepting checks on those student accounts the school deems to have excessive NSF activity.
- International banking transaction fees will be passed along to families paying in foreign currencies and/or via foreign bank accounts.
- IPA reserves the right to assess change fees for students who enroll then cancel or change enrollment in any class or activity prior to or during the start of such class or activity.

For questions or concerns, please feel free to call the Director of Finance at 808-674-3524.

Secondary Division Specific Policies

Participation in Physical Education Classes

Students unable to fully participate in PE class, whether for one class or multiple classes, must provide a parent note (for a single class) and/or a medical note (for multiple classes).

Gum Chewing

Chewing gum is not permitted on campus due to potential disruption, messiness, and the possibility of containing allergens.

Elevator Usage

Students are not permitted to use the elevator without permission from the secondary school office. For regular elevator use due to injury or physical ability, a medical note is required. The office will issue an elevator pass for the student's use, which must be carried while using the elevator. One peer may accompany the student in the elevator.

Student Parking

Due to limited parking, secondary students driving to school cannot park on campus. Students should not bring electric bikes or skateboards powered by motors, or anything similar onto campus. Parking is available on public streets adjacent to the campus on a first-come, first-served basis. Students planning to park nearby should arrive before 7:30 am.

Island Pacific Academy is not responsible for the security of student vehicles off-campus, and students must adhere to all motor vehicle laws, including parking regulations. In case of hostility from another driver near campus, students should immediately seek assistance from faculty, staff, or administrators on campus or call 911.

Once on campus for the academic day, students, except Grade 12 students with senior privilege, are not allowed to return to their cars.

Unless a student has a valid drivers license, they should not be bringing motorized vehicles (i.e. electric bikes powered solely by motors) onto campus.

Communication Information

How to Stay in Contact - Phone/Email/Website/Social Media

Regular communication between the school and parents is essential for fostering an optimal learning environment for students. We offer multiple formal channels for school-parent communication and encourage parents to contact us via email, phone, or to schedule a meeting—either virtual or on-campus—to discuss their child's progress.

School Telephone and Email

Parents should feel free to call the school at any time for more information or clarification of any topic. In the Miscellaneous section of the Handbook is an information sheet with General Contact phone numbers and Whom to Contact for specific instances (page 94). All Island Pacific Academy teachers have a school email address that includes their first initial and last name followed by @IPAhawaii.org (e.g., Jane Aloha’s email would be jaloha@ipahawaii.org). Teachers will endeavor to return phone messages or email as quickly as possible, but generally not during the instructional day.

Website

The Island Pacific Academy website (www.islandpacificacademy.org) provides continuous access to campus news, events, and information throughout the year.

Social Media

Island Pacific Academy actively engages with its community through various social media platforms. These accounts serve to enhance communication, foster school spirit, and share updates, thereby strengthening our sense of community among students, parents, alumni, and their families. Key advantages of our social media presence include:

- Connecting with other educational institutions and associations (e.g., HAIS, ILH, IBO).
- Linking to groups and organizations our students support or join (e.g., National Honor Society, the Hawaii Food Bank, Rotary).
- Highlighting student achievements to engage current and potential supporters with links to detailed stories or news features on our website.
- Promoting public school events, like the annual Golf Tournament or Gala, to a broader audience.
- Encouraging involvement and participation from prospective students and families in a welcoming manner.

Island Pacific Academy’s social media accounts are:

Facebook	https://www.facebook.com/ipahawaii
Twitter	https://twitter.com/ipahawaii
Twitter Navigator Athletics	https://twitter.com/ipanavigators
Instagram	https://instagram.com/ipahawaii/
IPA Athletics Instagram	https://instagram.com/ipaathletics
YouTube	https://www.youtube.com/user/ipahawaii

Island Pacific Academy acknowledges the widespread use of social media for community communication. While we recognize that members of our community may create social media pages or groups for specific purposes, such as connecting grade-level parents, we kindly request that these private groups not use the school’s name (Island Pacific Academy), initials (IPA), or logo, as they are not officially affiliated with or moderated by the school.

Please be aware that these independent groups may inadvertently share incorrect information or propagate rumors due to their unofficial status and the closed nature of their communication. For accurate information, we urge community members to consult the official school website and sanctioned social media channels. Should you have any questions or require clarification, please direct them to your child's teacher or the school administration.

Island Pacific Academy takes instances of potential slander or defamation seriously. Such cases will be investigated by the administration and legal counsel. If these actions breach our Civility Policy, a meeting with the involved parties will be requested.

*Note: The school name and logos are protected under copyright law. Unauthorized use is prohibited.

Media Policy

Students may be photographed or recorded (including still images, video, and/or audio) for various school purposes such as yearbooks, print materials, publications, the website, and other official online platforms. These images and recordings may also be used for grant-seeking or reporting, as well as admissions recruiting purposes.

Messages to Our Families

Electronic Messages

Emails, text messages, and phone voice message announcements are sent to members of the IPA school community using tools like Notify, MailChimp, and FACTS Family Portal. Parents should expect and read a weekly email from the school every Sunday. Periodic tests will be conducted to ensure the emergency functions of these systems are functioning correctly. It is crucial to keep all contact details current and up to date. Please inform the school of any changes.

Emergency Messages

In case of emergency situations impacting our campus, the school will promptly inform families via phone, text, and/or email. For on-campus emergencies like an intruder nearby, we will initiate a lockdown. If a natural disaster or other emergency necessitates school closure, notifications will be sent through phone, text, email, as well as broadcasted on radio and TV.

Back-to-School Night and Parent/Teacher Conferences

Back-to-School Night

At Back-to-School Night, faculty provide an overview of the academic program for the year in their grade or subject. It's a chance to inquire about the curriculum, teaching strategies,

learning trips, or other class-related topics. For more detailed discussions, parents are encouraged to reach out to teachers for one-on-one meetings regarding their child's class.

Parent/Teacher Conferences

Parent/Teacher conferences are scheduled in the Elementary division at Island Pacific Academy during the first semester.

In the Secondary division, parent-student-teacher conferences will be initiated by the school if there are any academic or behavioral concerns. These conferences are facilitated by an administrator and typically occur after unsuccessful collaboration between teachers (or multiple teachers), counselors, students, and parents, or if there is a pattern of concerning behavior or urgency regarding academic performance affecting progress to the next level.

Additional conferences can be scheduled by teachers, administrators, or parents at mutually convenient times whenever there are concerns to address. Teachers and parents can arrange individual conferences by appointment at any point in the school year. If attempts to schedule a meeting with a teacher or multiple teachers are unsuccessful, contact the divisional administrator.

Progress Reports/Report Cards

Progress Reports

Grades K-5: All elementary students will receive a progress report at the first parent/teacher conference in November.

Grades 6-12: Secondary students will receive two mid-term progress reports each year. Parents and students are encouraged to regularly review their current academic progress on FACTS Family Portal, the school's Student Information System, as grades are frequently updated by Secondary School teachers. Parents are welcome to contact their child's teachers at any time for updates on their progress.

Regular Updates

Elementary Division (Grades K-5): Specific grade level information, including current learning focus and any special classroom events, will be sent to families through regular classroom letters. Parents and students are encouraged to review these updates.

Student

1. Log into your FACTS Family Portal and Google Classroom **daily** to check their progress
2. **Ask/Email** teachers if you have any questions about your child's progress in class

Parent(s)/Guardian(s)

1. Log into your FACTS Family Portal and Google Classroom **regularly** to check your child's progress
2. **Email/call** teachers if you have any questions about your child's progress in class

Report Cards

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

Transcripts

A student's official end of year transcript is used to determine eligibility for grade level completion and graduation. Official copies of transcripts 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 seven 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 timetables when requesting an official transcript.

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|--------------------|---|
| Grades K–5 | The Elementary Office Manager will process release packets. |
| Grades 6–8 | Grades will be provided at the end of each semester. |
| Grades 9–12 | Grades and GPA will be provided at the end of each semester. GPA is cumulative. |

Student/Parent Portal (*Secondary Division Only*)

Island Pacific Academy Secondary School primarily uses Google Classroom and FACTS Family Portal (<https://factsmgt.com/>) for communication between teachers, students, and parents about curriculum and assessments. Teachers will update Family Portal regularly. It's important to note that different departments may use Family Portal in various ways. Additionally, teachers may communicate with families via email as necessary. Instructional videos are accessible within the Portal, and individual instructions can be requested via email from our Registrar & Student Information Systems Manager at any time.

General Policies

School Code of Conduct

Island Pacific Academy's Code of Conduct ("Code") sets rules and standards for students on and off campus. It emphasizes personal responsibility, integrity, dignity, humility, and respect for oneself and others. The Code ensures students perpetuate our core values (see below) because they are working within a set of rules and standards that promotes responsibility and respect.

Island Pacific Academy's Code of Conduct ("Code") emphasizes our core values:

1. Power of Human Kindness:

We help whenever we can using kindness, aloha, and compassion.

2. Generosity of Spirit:

Being attentive to the needs of others with a joyful heart.

3. Growth Mindset:

The belief is that learning and growth can be developed through dedication, hard work, and experience.

4. Commitment to Excellence:

Being intentional where others are not, setting high expectations to achieve results, living out our mission and values, and always doing your very best in all that you do.

5. Ingenuity:

We face challenges with an open mind by developing creative solutions and innovations.

These core values aim to cultivate a school community where every student, faculty, and staff member can thrive, learn, and grow and develop around a climate and culture that promotes and nurtures our purpose to cultivate values-driven students who positively impact the world. We are Navigators of Change who "Go Forward with Confidence."

Areas of the Code of Conduct

The school's Code of Conduct covers three areas to foster a supportive, respectful, and safe school environment, each with examples of expected behaviors. Students agree to promote behaviors that support personal responsibility and accountability.

The Community Agreements (See Parent/Student Handbook > IPA Community > Community at IPA) support students in adhering to the Code of Conduct because they guide students in their interactions with others and how they behave on campus. A broken agreement is consistent with a violation of the Code of Conduct.

1. Supporting the Learning Environment:

- Punctually attend school and classes in the proper uniform.
- Come prepared with all necessary materials.

- Engage actively and respectfully in class discussions and activities.
- Use technology responsibly to enhance learning.

2. Respectful Conduct:

- Show respect to all members of the school community.
- Maintain the cleanliness and integrity of the school environment.
- Engage in positive online interactions, respecting privacy and boundaries.
- Practice kindness and civility in all interactions.

3. Avoiding Harm:

- Be mindful of personal and others' safety in physical and digital spaces.
- Handle school property and personal belongings responsibly to prevent accidents.
- Use social media and the internet constructively, avoiding harmful behaviors.
- Promote a culture of care, looking out for each other's well-being.

These guidelines aim to cultivate a community where every student can thrive, learn, and grow in a positive atmosphere.

K-12 Tiered System Approach to Student Support and Discipline

Island Pacific Academy uses a K-12 tiered system to support and discipline students, promoting positive behavior and addressing issues as they arise.

Tier 1: Promoting Kindness and Respect (Teacher)

Objective:

Establish a positive classroom environment that encourages respectful behavior.

- **Classroom Expectations:**

Collaboratively establish clear and age-appropriate classroom expectations with student input, reflecting our values of kindness and respect.

- **Positive Reinforcement:**

Implement a reinforcement system to celebrate adherence to classroom expectations and positive behavior.

- **Verbal Reminders:**

Provide verbal reminders and encouragement to students when minor misbehaviors occur, reinforcing our commitment to mutual respect.

Tier 2: Targeted Interventions for Growth (Teacher)

Objective:

Address recurring behavior issues with targeted interventions while promoting personal responsibility.

- **Classroom Agreement:** Develop behavior agreement for students in need, outlining specific goals, consequences, and rewards in alignment with classroom expectations and our community agreements.

- **Time-Outs:** Utilize brief time-outs in designated areas within the classroom to redirect behavior and maintain a safe learning environment, fostering responsibility and accountability.
- **Temporary Privilege Revocation:** Consider temporary revocation of certain privileges, such as recess or preferred activities, for consistent misbehavior, reinforcing our commitment to personal responsibility.

Tier 3: Personalized Support and Collaboration (Teacher and Counselor, with approval by Administration)

Objective:

Provide intensive support for students with chronic (or more severe) behavior challenges through collaboration and individualized plans.

- **Family-Student-Teacher Conferences:** Schedule meetings with parents/guardians to discuss behavior concerns and develop collaborative improvement plans rooted in our values of responsibility and care.
- **Individualized Behavior Plans (IBP) or Student Support Plans (SSP):** Create IBPs or SSPs tailored to each student's needs, emphasizing specific, measurable goals and interventions aligned with our commitment to personal responsibility and growth.
- **Referral to Counseling or Specialists:** If necessary, involve school counselors, behavior specialists, or psychologists to provide additional support and guidance, promoting student well-being and holistic development.
- **Referral to the Principal or Vice Principal:** Depending on the behavior infraction or because of repeated behaviors, the Principal or Vice Principal will be involved to speak with the student and meet with parents.

Tier 4: Engaging School Leadership and Ensuring Accountability (Administration)

Objective: Involve school administration to address persistent **and/or severe** challenges with care and accountability.

- **Administrator Involvement:** Engage the school administrator when student behavior remains a significant concern, collaborating to determine further consequences and support measures in accordance with our code of conduct.
- **Detention:** As a last resort, consider detention as a consequence for severe or repeated misbehavior, ensuring it fosters reflection, responsibility, and growth, consistent with our commitment to integrity and dignity.
- **School Behavioral Contract:** The School Behavioral Contract establishes clear expectations for students regarding behavior and outlines consequences for non-compliance, such as counseling, loss of privileges, or suspension. Parents are expected to support and collaborate with the school, while the school provides individualized plans and counseling services. Regular assessments ensure effectiveness, fostering responsible behavior and student well-being.
- **Suspension:** In extreme cases where student behavior threatens others or disrupts the learning environment, follow established policies and procedures for suspension, ensuring fairness, dignity, and respect for all involved.

- **Expulsion:** In cases where the student’s behavior poses a threat to the safety of others (or self), expulsion is a necessary consequence. Expulsion is the permanent removal of a student from a school. Expulsion is considered a serious disciplinary action and is often preceded by a formal investigation or disciplinary process.

Breaking the Code of Conduct

Island Pacific Academy defines breaking the Code of Conduct (“Code”) as any behavior, intentional or unintentional, that could potentially harm oneself, others, or the learning environment, and is disrespectful. Students should seek clarification or support if they have concerns about the Code. While most students respond well to reminders, there are instances where consequences, such as communication with parents or a Ho’oponopono slip for grades 6-12, may be necessary, at the discretion of teachers. An enumerated list of possible consequences at the end of this section.

For behavioral issues, the school administrator, parents, and the student will meet. If a pattern of detrimental behavior continues despite addressing it directly, disciplinary consequences may follow (e.g., suspension or withholding re-enrollment contracts for the following school year). Persistent detrimental behavior, even after direct intervention, may lead to disciplinary actions that threaten the student’s enrollment at Island Pacific Academy (e.g., expulsion).

Possible Consequences for Breaking the Code of Conduct (the following is not an exhaustive list):

- 1. Ho’oponopono Slip** (Grades 6-12): A consequence for violating agreements or breaking the Code of Conduct. It allows students to articulate their accountability. The pu’uhonua teacher, counselor, and vice-principal are notified to provide additional support.
- 2. Reflections** (Grades 6-12): A structured process for students to reflect on their behavior patterns with a pu’uhonua teacher, counselor, or vice-principal.
- 3. Give Back:** A service opportunity to contribute positively to the school community.
- 4. Call Home:** Notification to parents/guardians about the student’s behavior.
- 5. Conference:** A meeting involving the student, parents/guardians, and school staff to discuss behavioral issues.
- 6. Behavioral Probation:** A period during which a student must demonstrate improved behavior or face further consequences.
- 7. Loss of Privileges:** Denial of the opportunity to participate in extracurricular activities.
- 8. Suspension:** Temporary exclusion from school.
- 9. Expulsion:** Permanent removal from school.

Discipline

Discipline is an extension of our educational mission—to build the confidence and character that inspire future success as engaged citizens and lifelong learners.

The primary goal of the disciplinary process is for the student to learn from the experience by encouraging and reinforcing acceptable behavior and the skills for appropriate interaction with others.

The disciplinary process aims to educate students through reinforcing positive behavior and interaction skills. Tailored to each student and situation, discipline considers various factors before a decision is made. These include the student's historical behavior at the school, the specific circumstances of the incident, and the severity of the behavior's impact (e.g., seriousness of the threat). This approach ensures that discipline is both fair and constructive, focusing on learning and growth.

With the above in mind, the following infractions, not an exhaustive list, can lead to immediate suspension or expulsion:

- 1. Violence, Threats, Assault:** Engaging in physical violence, making threats of violence, or assaulting anyone on school premises or during school-sponsored events.
- 2. Hostile Environment:** Using actions or technology to create an unwelcoming or unsafe environment for students or staff on campus.
- 3. Illegal Drugs or Alcohol:** Possessing, using, or distributing illegal drugs, alcohol, or misusing prescription medications.
- 4. Drug Paraphernalia or Weapons:** Having drug-related items or dangerous weapons, including but not limited to firearms, knives, or explosive devices.
- 5. Toy Weapons:** Carrying toy guns, knives, etc., unless part of an officially sanctioned school activity.
- 6. Contraband:** Possessing items that are illegal or can cause harm, such as laser pointers used inappropriately.
- 7. Sexual Harassment:** Engaging in unwelcome sexual advances, requests for sexual favors, or other verbal or physical harassment.
- 8. Bullying, Hazing, Retaliation:** Bullying, initiating hazing rituals, or retaliating against someone for reporting violations.
- 9. Unauthorized Use:** Misusing school property or resources without permission
- 10. Vandalism, Theft:** Damaging property, stealing school or personal property, or engaging in gambling.
- 11. Academic Dishonesty:** Cheating, plagiarism, or falsifying records.
- 12. Misuse of Technology:** Inappropriately using the school's network, digital tools, or internet access.
- 13. Off-campus Behavior:** Conducting oneself in a manner outside school that negatively impacts the school community or violates law.
- 14. Truancy:** Skipping classes or failing to attend school without a valid reason.
- 15. Disruptive Behavior:** Repeatedly causing disruptions in the classroom or school activities.
- 16. Forgery:** Falsifying signatures or documents related to school activities.
- 17. Property Damage:** Intentionally damaging or defacing school facilities or equipment.
- 18. Dress Code Violations:** Failing to adhere to the school's dress code or uniform requirements.

Each infraction is subject to a review process where the context and severity are considered

before determining disciplinary action.

Public Display of Affection (PDA) Policy

Island Pacific Academy prohibits Public Displays of Affection (PDA) on campus or during school-related activities. This includes behaviors like intimate touching, hand-holding, cuddling, or kissing, as they can make others uncomfortable or serve as a distraction. PDA is considered a personal matter between individuals and should not be displayed publicly.

Harassment Policy

Island Pacific Academy is committed to maintaining a school environment free from discrimination and harassment. It prohibits discriminatory harassment, including sexual harassment, based on race, color, religion, gender, national or ethnic origin, age, sexual orientation, gender identity or expression, pregnancy (including childbirth or related medical conditions), military or veteran status, physical or mental disability, genetic information, socioeconomic status, marital or familial status, or any other protected class under applicable federal, state, or local law. Harassment is defined as unwelcome conduct by any member of the school community based on actual or perceived membership in a class protected by policy or law. Island Pacific Academy prohibits such discrimination and harassment in all academic, extracurricular, and school-sponsored activities. Students and staff are encouraged to immediately report incidents of discrimination and harassment, including sexual harassment. Staff must promptly report all incidents of harassment they become aware of to the Compliance Officer/Title IX Coordinator or Division Principal, who will then notify the Compliance Officer/Title IX Coordinator and Head of School. The Compliance Officer/Title IX Coordinator and the identified investigation team will investigate formal and informal complaints of harassment.

Harassing conduct may include verbal acts, name-calling, graphic and written statements (including via cell phones or the Internet), or physically threatening, harmful, or humiliating conduct. Harassment does not need to include intent to harm, be directed at a specific target, or involve repeated incidents but creates a hostile environment when severe, pervasive, or persistent enough to interfere with or limit a student's ability to participate in or benefit from school services, activities, or opportunities. Such harassment, based on race, color, national origin, sex, or disability, violates civil rights laws.

Sexual harassment and other types of harassment are forms of unlawful discrimination and are expressly prohibited. These procedures apply to complaints of sex discrimination (including sexual harassment, sexual assault, and sexual violence) by employees, students, or third parties, covering all potential scenarios of harassment within the school community.

Island Pacific Academy encourages anyone who has been subject to or witnessed harassment or discrimination to promptly report such incidents to Division Principals or the Compliance Officer/Title IX Coordinator, who will take immediate and effective action to investigate and resolve the issue. Please refer to the Grievance Procedure for more details.

Definitions:

A. Harassment

Harassment is defined as creating a hostile environment through conduct, verbal threats, intimidation, or abuse that unreasonably interferes with a student's educational performance, opportunities, benefits, or mental, emotional, or physical well-being. This also includes behavior that causes or could cause a student to fear for their physical safety. Such behavior may be based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender (including gender identity and expression). Harassment includes verbal, written, graphic, or physical conduct related to an individual's protected characteristics that is severe, persistent, or pervasive enough to affect their ability to participate in educational programs, perform job functions, create an intimidating environment, interfere with academic or work performance, or negatively affect learning or employment opportunities. Sexual harassment is also encompassed within this definition.

B. Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other inappropriate sexual conduct when submission to such conduct is a condition of academic status or employment, affects academic or employment decisions, deprives a student of educational benefits, or is severe enough to interfere with school performance or create a hostile environment. Examples include sexual flirtations, touching, verbal abuse, graphic comments, sexually degrading language, jokes, suggestive objects, and any behavior that interferes with a student's ability to learn or creates an offensive environment.

C. Sexual Assault

Sexual assault involves any unwanted, non-consensual sexual contact. This can occur forcibly or when the victim is unable to give consent due to factors like age, intoxication, or disability.

D. Sexual Violence

Sexual violence includes physical sexual acts committed without consent or when the victim is unable to consent due to intoxication, drug use, intellectual, or other disabilities. This category encompasses rape, sexual assault, sexual battery, and sexual coercion, all of which are considered sexual harassment under Title IX.

E. Sexual Discrimination

Sexual Discrimination refers to treating someone differently based on their sex.

Grievance Procedure

1. Any individual who has experienced discrimination or harassment, or believes that

a student or employee has been discriminated against or harassed, should promptly report their concern in writing to the Division Principal or the Compliance Officer/Title IX Coordinator. A student may also report incidents/violations to any school employee, including, but not limited to, teachers, coaches/advisors, counselors, or administrators. Individuals who are unsure whether discrimination or harassment has occurred, or who need assistance in preparing a written complaint, are encouraged to discuss the situation with the Division Principal or the Compliance Officer/Title IX Coordinator.

2. Employees are expected to promptly report possible incidents of discrimination or harassment of students or employees to the Compliance Officer/Title IX Coordinator or Division Principal. If reported directly to the Division Principal, the Division Principal must inform the Compliance Officer/Title IX Coordinator. Parents/guardians and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
3. Students, employees, and others will not be retaliated against for making a complaint or participating in an investigation.
4. Retaliation is illegal under state and federal nondiscrimination laws, and any retaliation by students or school staff will result in disciplinary measures up to and including expulsion or dismissal.

Complaint Handling and Investigation

The Division Principal shall promptly inform the Compliance Officer/Title IX Coordinator (i.e., Human Resources Director) that a complaint has been received. The Compliance Officer/Title IX Coordinator shall inform the Head of School and the person(s) who are the subject of the complaint that a complaint has been received.

The Compliance Officer/Title IX Coordinator may pursue a prompt and equitable informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process at any point. The informal resolution is subject to approval by the Compliance Officer/Title IX Coordinator, who shall consider whether the informal resolution is in the best interest of the parties and the school unit in light of the particular circumstances and applicable policies and laws.

Island Pacific Academy will conduct an adequate, reliable, and impartial investigation. The Compliance Officer/Title IX Coordinator will be responsible for designating the investigation team, which typically includes the Division Principal from the Division in which the complaint originated. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Compliance Officer/Title IX Coordinator should be submitted to the Head of School. Any complaint about the Head of School should be submitted to the Compliance Officer/Title IX Coordinator; the Compliance Officer/Title IX Coordinator will be responsible for submitting the complaint to the President of the Board of Trustees, who may consult with legal counsel concerning the handling and investigation of the complaint.

- A. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of the resolution process.

- B. The complainant and the respondent may suggest witnesses and/or submit materials they believe are relevant to the complaint.
- C. When the complaint involves allegations relating to conduct that took place away from school property, school-sponsored activities, or school transportation, the investigation may include inquiries related to these allegations to determine whether they resulted in continuing effects such as harassment or discriminatory impact in school settings.
- D. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
- E. The Compliance Officer/Title IX Coordinator shall keep a written record of the investigation process.
- F. The Compliance Officer/Title IX Coordinator, in cooperation with Division Principals if applicable, may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending. Examples of interim measures include, but are not limited to, ordering no contact between individuals, changing schedules or classes, etc.
- G. The Compliance Officer/Title IX Coordinator may consult with the Head of School concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
- H. The investigation shall be completed promptly. Typically, investigations are completed within 21 business days of receiving a complaint, if practicable. The Compliance Officer/Title IX Coordinator may extend this time frame at his/her discretion for good cause.

If the Compliance Officer/Title IX Coordinator determines that discrimination or harassment occurred, he/she shall, in consultation with the Head of School and appropriate Division Principal (if student-related):

- A. Determine what remedial action, if any, is needed to end the discrimination or harassment, remedy its effects, and prevent recurrence;
- B. Determine what disciplinary action should be taken against the respondent, if any; and
- C. Inform both the respondent and the complainant in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

If the complainant and/or respondent is dissatisfied with the resolution, an appeal may be made in writing to the Head of School within 10 business days after receiving notice of the resolution. The Head of School shall review the investigation report and may conduct further investigation if deemed appropriate. The Head of School's decision shall be provided in writing to the parties within 10 business days, if practicable. The appeal shall be final.

Temporary Restraining Order Policy

Island Pacific Academy recognizes that Temporary Restraining Orders (TROs) may sometimes affect members of our school community. Anyone impacted by a TRO should provide a copy to the relevant Division Principal or the Head of School. Upon receiving a TRO, it is the policy of Island Pacific Academy to inform the Head of School, the Division Principal of the students or employees involved, and any other personnel on a “need to know” basis. We will make all reasonable efforts to adhere to the stipulations of the TRO as deemed appropriate by IPA. If compliance with a TRO’s requirements poses logistical challenges due to campus constraints, this issue will be promptly communicated to the Head of School. The Head of School will then consult with legal counsel and coordinate with the court and attorneys who issued the TRO to find a resolution.

Acceptable Use Policy

Island Pacific Academy requires all members of its community to sign an Acceptable Use Policy (AUP) that outlines the proper use of devices and the Internet for IPA curriculum. It is expected that all community members acknowledge and adhere to this policy. Failure to comply with the AUP constitutes a violation of our Code of Conduct and will result in the loss of Internet access and use of IPA devices. Depending on the severity of the violation, other consequences may include Reflection, Give Back, loss of additional privileges, suspension, behavioral probation, or separation from the school. (See IPA Device and Internet Acceptable Use Policy on page 81).

Student Search Policy

Each year, individual lockers are assigned to students in Grades 4-12 for the exclusive storage of school-related items (e.g., books, lunches, binders, PE uniforms, electronic devices, etc.). Lockers are school property, and their contents must comply with our Code of Conduct. Student lockers are subject to search by the Vice Principal, Principal, and/or Head of School.

If there is reason to suspect that a locker is being used to support behavior(s) or activities inconsistent with our Code of Conduct or deemed illegal per state or federal law, the following action will occur:

- The student will be discreetly called from class to meet with the Vice Principal, Principal, or Head of School.
- The student will be informed of the school’s concerns and will be given the opportunity for rebuttal.
- The student will be informed of their right to refuse a search.
- If the student complies, the Vice Principal, Principal, or Head of School, in the presence of an additional school representative, will ask the student to open and remove the contents of the locker for a search.
- If inappropriate or illegal content is discovered, the school will proceed according to

our Code of Conduct, and civil authorities (e.g., the Police Department) will be notified if deemed appropriate.

- 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 the student will be suspended immediately pending further disciplinary action.

If 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, the student will be asked to turn out their pockets and/or empty the contents of their bags, backpacks, purses, etc. A female student may request a search by a female administrator if the contents of her bag or purse are of a particularly personal nature.
- If the student complies, the search will be conducted. If inappropriate or illegal content is discovered, the school will proceed according to our Code of Conduct, and civil authorities (e.g., the Police Department) will be notified if deemed appropriate.
- Parents will be notified following the search.
- If a student refuses a search, the refusal will be considered tantamount to admission of possession of inappropriate or illegal content, and the student will be suspended immediately pending further disciplinary action.

Mediation

Situations can arise where administrative action is deemed necessary, yet behavioral probation and/or suspension may not be appropriate. These situations often involve statements that may have been misunderstood or misinterpreted. In such cases, administrative-led mediation often proves successful in resolving conflicts. An administrator may mediate between participating students to assist in solving the problem. Additionally, students may initiate mediation by requesting a teacher or administrator to facilitate the process.

Restorative Practices in the Secondary Division

At Island Pacific Academy, we recognize that students make mistakes and do not always make the best choices. Valuable learning and life lessons can emerge when these situations are addressed in a positive and appropriate manner. For non-violent incidents or those that do not concern safety, our faculty and administration team will implement Restorative Practices. This approach allows students to acknowledge their mistake, understand the impact on those affected, and participate in deciding the actions necessary to restore the community.

The Restorative Practice process may involve the parents/guardians of the student. Examples of Restorative Practices at Island Pacific Academy include individual conferences with teachers and/or administrators to understand all perspectives of the incident, circles to aid in

mediation between individuals, and conferences that enable all stakeholders to contribute to the restoration process following a mistake.

Through this approach, Island Pacific Academy aims to foster positive outcomes from the poor choices sometimes made by students.

Suspensions and Expulsions

Certain behaviors may necessitate immediate separation from the school, temporarily or permanently. This action, undertaken by the Elementary Principal or Secondary Principal with the support of the Head of School, will be communicated clearly to parents/guardians. Behaviors that may lead to such separation include, but are not limited to:

1. Violence, threats of violence, or assaulting anyone on school premises or during school-sponsored events.
2. Creating a hostile or unsafe environment for students or staff on campus, including through the misuse of technology.
3. Possessing, using, or distributing illegal drugs, alcohol, or misusing prescription medications, along with any drug paraphernalia.
4. Having dangerous weapons or items that can cause harm, including firearms, knives, explosive devices, or even toy weapons not part of a school activity.
5. Engaging in bullying, hazing, sexual harassment, or retaliation against someone for reporting violations.
6. Unauthorized use, vandalism, or theft of school or personal property, including misuse of school technology and resources.
7. Academic dishonesty, such as cheating, plagiarism, or falsifying records.
8. Conduct outside of school that negatively impacts the school community or violates the law.
9. Truancy or disruptive behavior that interferes with the classroom or school activities.
10. Property damage, forgery, or dress code violations.

This list is not exhaustive. The Head of School and Administration have the responsibility to protect the school community while balancing the educational needs of individual students, including those who violate these rules. Separation from the school is a serious step, taken to ensure the health, safety, and well-being of the entire school community.

Student Health And Emergency Procedures

Physical Exam

Hawaii law requires each student to present a report (Form-14) of a physical exam, a certificate of tuberculosis examination and a record of immunizations before the first day of attending school to the school's health aide. A student who has NOT completed the physical exam or all the required immunizations may attend school on a provisional basis only with

written documentation showing that the appointments have been made to complete the missing requirement(s). It is required that a record of the child's immunizations be kept in the school files.

Immunizations

Island Pacific Academy requires that every student be immunized against polio, diphtheria, tetanus, pertussis, measles, rubella, mumps, varicella, and hepatitis A and B.

Additional immunization requirements became effective on July 1, 2020 for students entering childcare or preschool, kindergarten, 7th grade, and post-secondary schools, and all students entering school in Hawaii for the first time, regardless of age.

The updated immunization requirements conform with current national recommendations and reflect what occurs in healthcare provider offices and clinics in Hawaii as standard medical practice. Below are the additional immunizations required for 7th grade:

- TDAP (Tetanus-Diphtheria-Pertusis)
- HPV (Human Papillomavirus)
- MCV (Meningococcal Conjugate)

Additional information can be found at [DOH Website](#).

Health Screening

Daily monitoring of an individual's health is everyone's responsibility. Review the **Illness Decision Chart** (Page 95) as a guide to decide if your child is well enough to attend school.

Parents are encouraged to keep their children home if they have symptoms of any infectious illness or symptoms consistent with COVID-19. Likewise, teachers, staff and administrators are also encouraged to stay home if they have symptoms of any infectious illness or symptoms consistent with COVID-19.

Any individual with a temperature of 100°F or greater will be sent home and may not return to campus until the individual is fever free without the use of fever reducing medication (i.e., Tylenol or Motrin) for 24 hours.

Attendance at School

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

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 a fever of 100°F or greater, or 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/will be sent home. Please notify the school immediately if your child has contracted any contagious disease or condition, including head lice.

Return to School/Doctor's Note

For children kept home from school for more than four days (96 hours) and/or with a contagious condition, a physician's note stating attendance at school is allowed is required to be submitted to the office upon the student's return. Upon their return, please have your child turn in the Physician's Clearance/return to school note to the appropriate division office manager.

Flu Viruses and COVID-19

A student with COVID-19 or influenza-like illness must stay home from school.

COVID-19 affects different people in different ways. Infected people have reported a wide range of symptoms– from mild symptoms to severe illness.

Symptoms may appear 2-14 days after exposure to the virus and can include any of the following:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Influenza-like illness symptoms are very similar to COVID-19 symptoms and can include:

- Headache
- Fever
- Sore throat
- Body aches

- Non-productive cough

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

If there are confirmed or probable cases of flu in the school, then the sick student should stay home until 24 hours after **all** the symptoms have ended or 5 days, counting day 0 as the start of symptoms, whichever is greater.

Cold/Cough

Children average 6-8 colds per year. If cold and cough symptoms are associated with a fever or they do not readily improve, call your doctor. *Your child may attend school, if there is no fever and have been fever-free for 24 hours without using medication.*

Fever

Fevers are generally signs of infection. It is suggested to have a thermometer at home to readily take your child's temperature. Consult your doctor for an anti-fever medication for your child, and if the fever is associated with other symptoms.

- Your child may attend school with a temperature of 99°F or less without medication.
- **Your child may NOT return to school until they have been fever-free for a full 24 hours without medication. (i.e., Tylenol, Motrin, etc.)**

Sore Throat

A sore throat, in conjunction with a fever and swollen glands, may indicate strep throat. Call your doctor to have your child evaluated and, if necessary, keep your child home from school. *Children are no longer contagious after a full 24 hours on antibiotics and may return to school at that time.*

Vomiting, Diarrhea, Stomach Ache

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

Red Eyes

When the white part of the eye appears red and produces a yellow or green crusty discharge, your child may have conjunctivitis, a common but troublesome condition which is contagious. Call your doctor for an examination. *Your child may need an eye ointment and may attend school after 24 hours of treatment.*

Rash

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

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

Pain

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

Pediculosis (Head lice)

Head lice or "ukus" are a common infestation of children. To try to control spreading, school and family must work together. Any students that are infected need to be picked up from school right away. The child's hair must be treated immediately at home. Lice shampoo can be purchased from most drug stores or pharmacies and includes easy to follow directions. Upon returning back to school, the child must first report to the school health aide for a head inspection and receive an "all clear" to return to class. Should there be a reported case in your child's classroom, a notice to all parents will be sent home asking that you check your child(ren)'s head(s) thoroughly. Steps for treatment and prevention for re-infestation will also be provided.

Illness During School

Students who become ill or injured at school will be sent to the health room for evaluation by the health aide.

If the health aide determines that the student needs to go home or to see a doctor, the parent/guardian will be contacted to pick up their child from school. Please note that the parent/guardian will need to pick up their child within one (1) hour from being called. The pick up location for sick children will be communicated when called to pick up your child. Please be aware that Island Pacific Academy will follow the stated procedure whether or not the parent/guardian has already been contacted independently by the student.

Face Coverings

Students may voluntarily use a face covering indoors and/or outdoors. Students cannot share face coverings and are encouraged to bring an extra face mask to school in case their face mask gets soiled or becomes unusable. Disposable masks are a good option for the spare.

Grade 7 Physical Exam

The Hawaii Department of Health (DOH) requires all continuing Island Pacific Academy students to complete the following health requirements within 12 months before first date of attendance in the 7th grade and pursuant to state law (§11-157-6.1 (b) and Exhibit A: Table 4):

- A physical examination
 - A physical examination can be administered by a U.S. licensed physician, an Advanced Practice Registered Nurse, or a Physician Assistant.
 - On the day of your child's appointment, please provide the examining provider with the attached form, Student Health Record (Form 14).
- Additional immunizations
 - The updated immunization requirements conform with current national recommendations and reflect what occurs in healthcare provider offices and clinics in Hawaii as standard medical practice. Below are the additional immunizations required for 7th grade:
 - ◊ TDAP (Tetanus-Diphtheria-Pertusis)
 - ◊ HPV (Human Papillomavirus)
 - ◊ MCV (Meningococcal Conjugate)

Additional information can be found at [DOH Website](#).

Please note: The Hawaii State Department of Education Physical Examination for Athletes is a requirement for all grade 7-12 students participating in any Island Pacific Academy athletic programs. The physical is good for one year from the date of the examination so please plan accordingly. There is a separate examination form that will need to be completed in addition to the Student Health Record (Form 14), if your child plans to participate in a spring sport, you may wish to wait until the summer months to have their physical. Plan ahead and schedule appointments early to ensure your child's physical examination is completed in a timely manner. If your child is not participating in sports, the Sports Physical form is not necessary and does not need to be submitted.

These forms should also be available at your doctor's office.

Prescription Medications for Students

A student may not keep medications in their personal possession on campus unless it is their rescue medication and the Self-Administration of Emergency Rescue Medication form has been completed and submitted to the health aide. Please review the 2024-2025 Parent/Student Handbook, General Policies, Consequences for Breaking the Code of Conduct.

If any student who, during the regular school day, is required to take medication (including over-the-counter medication) prescribed for him/her by a physician, they will need to be assisted/observed by the health aide in the administration of the medication. For this to occur, one or both of the following forms must be submitted:

- Authorization for Storage and Administration of Prescribed Medications form is completed, signed by a physician and the parent or guardian of the student indicating the desire that the school's health aide assist the student in the manner set forth in the physician's order.
- Self-Administration of Emergency Rescue Medication form (*i.e.*, Albuterol or Epi-Pen) is required if your child(ren) will need to keep their rescue medication in their possession for emergency use.

Completed form(s) must be submitted to the health aide prior to the first day of school before medications can be brought and/or stored and/or administered.

For your convenience, these forms can be:

Mailed directly to the school
Attn: Health Aide
Island Pacific Academy
909 Haumea Street
Kapolei, HI 96707

Emailed to Healthroom@ipahawaii.org

Emergency Drills

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

The school has procedures for a lockdown drill, which is practiced periodically.

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.

Dress Code Policy

Island Pacific Academy's dress code policy requires students and their parents/guardians to ensure that attire, hairstyle, jewelry, and personal items comply with the guidelines provided. Guided by our Core Values of kindness, generosity, growth, excellence, and ingenuity, the school's approach to dress ensures that student choices in appearance promote a safe and inclusive environment. These Core Values inform our responses to any issues of uniform misconduct.

Core Values

At Island Pacific Academy, we believe that our students' attire should reflect the school's mission and embody our core values of kindness, generosity, growth, excellence, and ingenuity. We encourage students to make clothing choices that are professional, respectful,

and in line with the ethos of our community, informed by our core values:

Power of Human Kindness: We encourage expressions of individuality within the dress code guidelines, emphasizing kindness and compassion in our judgments and interactions.

Generosity of Spirit: Our community is attentive to the diverse needs and expressions of all members, encouraging clothing choices that are considerate and inclusive.

Growth Mindset: We view the dress code as an opportunity for personal development, encouraging students to embrace and learn from feedback to improve their understanding and adherence to these guidelines.

Commitment to Excellence: Students are expected to set high standards in their presentation, aligning with our commitment to excellence by making intentional choices that reflect well on themselves and the school.

Ingenuity: In facing challenges related to attire, we encourage creative and innovative solutions that respect individuality while maintaining a cohesive community spirit.

Dress Code Requirements:

- Clothing must be suitable for all educational activities, respecting the safety and inclusivity of our school environment
- Prohibited items include those that are offensive, promote illegal behavior, or detract from the safety and inclusivity of our community

Enforcement:

- Dress code enforcement will be approached with empathy and respect, aiming for private and constructive conversations to promote understanding and growth
- Labeling attire as “distracting” is avoided, recognizing that such views may stem from individual biases and detract from a respectful learning environment

Consequences:

- Responses to dress code violations will focus on reflection and education, encouraging students to consider their choices and the impact on their community
- Repeated issues may lead to discussions with parents/guardians to collaboratively support the student’s growth and adherence to the dress code

This approach to student attire emphasizes our collective responsibility to foster an environment of respect, growth, and excellence. For more detailed information, please refer to our comprehensive “Out of Uniform Policy.”

Uniform Policy

Students are required to wear uniforms unless granted permission by the administration for occasions such as free dress days, birthdays, spirit days, or May Day attire. Any out-of-

uniform attire approved by the administration should adhere to the general dress guidelines.

All uniform tops must be purchased from IPA's uniform provider, Lands' End, and must bear the school's official logo. While it is recommended to also purchase uniform bottoms from Lands' End, similar items from other vendors are acceptable as long as they match Lands' End in style, color, length, fit, and quality. Uniforms must be clean and free of stains, rips, or holes.

For specific events, students in Grades K-12 must have at least one combination of the official uniform, which includes khaki bottoms (skirts, shorts, or slacks) and a navy polo shirt with the school's crest. Additionally, students in Grades 6-10 who participate in PE must have at least one set of official Island Pacific Academy PE clothes.

Uniform Color Options

Tops:

- Polo: White, Maize, Navy
- Oxford: White, French Blue

Bottoms:

- Khaki or Navy

Uniform and Free Dress Guidelines (K-12)

What is Professional Decorum?

- Professional decorum means dressing in a way that looks neat and respectful. It's about making sure your clothes are appropriate for school.

Here's how you can follow it:

- Undershirts: Should be completely hidden under your uniform top, without any visible words or images.
- Shorts: They need to look tidy and be long enough to be respectful and comfortable for school activities.
- Skirts: The hem of your skirt should come down to your knees.
- Pants and Shorts: Always wear them so they stay up, right at or above your hips.

Shoes and Socks Guidelines (Grades K-12)

- Socks: Must be worn below the knee.
- Shoes: Closed-toe shoes or sandals with straps are required on all days.
 - PE Days: Students must wear suitable athletic shoes.
- Not Allowed: Slippers, classic-style Crocs, shoes with blinking lights, heels, boots, or shoes with wheels are prohibited.

Uniform and Free Dress Guidelines (Grades K-5)

Safety Considerations:

- Closed-toe shoes or sandals with straps are required daily. Athletic shoes are mandatory on PE days.
- Slippers, Crocs, shoes with blinking lights, heels, boots, or shoes with wheels are not allowed.
- Only stud earrings are permitted; dangling earrings are not allowed.

Professional Decorum:

- Socks must be below the knee.
- No costumes, dress-up clothing, sunglasses, or scarves indoors.
- Belts, if worn, must be a solid color matching the uniform.
- Hats allowed outdoors for sun protection during PE and recess, but not indoors.
- Hairstyles and leggings under shorts, skirts, pants, or dresses must adhere to Core Values and be in solid colors that match the uniform.

Free Dress Day Guidelines:

- No tank tops, spaghetti straps, or bare shoulders.
- Shirts must fit properly without being too tight, too short, or ripped.
- Shirt graphics and words must be appropriate.
- Length of shorts, skirts, and dresses should be close to the knee.
- No torn or ripped shorts, pants, or jeans.
- Sandals require back straps; no slippers, for safety.
- Shoe heels should not exceed 2 inches.
- Costumes or dress-up clothing are not allowed.

Uniform and Free Dress Guidelines (Grades 6-12)

Safety Guidelines:

- Closed-toe shoes are required for science and PE classes.
- Beachwear is not permitted at school.
- Footwear must secure at the heel; classic-style Crocs are not allowed, except slippers on May Day.
- Heels on shoes must not exceed 2 inches.
- Sunglasses and scarves are not allowed indoors.

- Facial piercings are prohibited; earrings must be small enough not to catch on items.
- Shirts must cover the entire torso, including shoulders.

Professional Decorum:

- Socks must be worn below the knee.
- Knee-high boots are not allowed.
- Belts are optional but must match uniform colors if worn.
- Hats are allowed outdoors for sun protection but not inside buildings.
- Hairstyles should adhere to the Core Values.
- Accessories and visible modifications (tattoos, piercings) should comply with the Core Values.
- Clothing must be clean and intact without stains, rips, or holes.
- Leggings are permitted under shorts, skirts, pants, or dresses.

PE Uniform Guidelines

Grades 5:

- PE uniforms are not mandatory but strongly recommended for hygiene reasons.
- Uniform requirements align with those for grades 6-10.

Grades 6-10:

- Students must arrive at school wearing their PE uniform on days they have PE and may wear it for the entire day.
- Students wishing to change back into their school uniform may do so during Break, Lunch/Recess, or Passing Time.
- Wearing PE uniforms to school saves time, allowing for more learning opportunities.
- The required PE uniform consists of an IPA logo gray shirt and solid navy athletic shorts, both available at the School Store.

Sports Uniform Policy (Grades 7-12)

- Students may wear sports uniform tops during school on days they have a meet, match, or game, either during or after school. For volleyball and track/cross country, a plain tee in a uniform color must be worn underneath.
- Athletes with weekend games can wear their sports uniform top the preceding Friday.
- Sports tops must be paired with standard school uniform bottoms.

Outerwear Policy

- Students in Grades K-12 must wear IPA outerwear if choosing to wear outerwear to

school. Lands’ End offers navy outerwear options with the school logo.

- Please ensure all outerwear is labeled with your student’s name.
- Outerwear from the spirit store (jackets and sweatshirts) is permitted, provided they are color-consistent with the uniform (except on free dress days) and any wording or personalization complies with the Core Values.
- Spirit wear is available for purchase online at Spirit Store, but these are not official uniform pieces.
- Secondary School students may wear sweatshirts displaying an authentic college or university name or an approved school club or trip in place of the aforementioned outerwear options.

Free Dress Days

Students will occasionally have Free Dress days when they are not required to wear the uniform. These days include occasions like birthdays (Grades 6-12), spirit days (all grades), school-sponsored co-curricular activities such as awards assemblies and class trips (Grades 6-12), and senior privilege days (Grade 12 only).

Dances

The IPA Dress Policy applies to dances and formal functions (Winter Banquet, Prom, etc.) at IPA and approved locations - as all dance dress should remain in line with the student handbook unless a specific dress code for the dance is provided beforehand. General guidelines should also be adhered to which are provided on the form students and parents are required to fill out for each occasion. When in doubt, the event faculty organizer and secondary administration may review beforehand the questionable attire. If students attend the event and are not compliant, they will be asked to change or leave without a refund for the event.

Out of Uniform Policy

The IPA school uniform policy sets specific guidelines for dress that each student is expected to follow. If a student chooses to dress outside of these guidelines, that student will be considered “out of uniform.”

The following chart outlines Island Pacific Academy’s “Out of Uniform” policy:

	Elementary Division	Secondary Division
First Infraction	<ul style="list-style-type: none"> • <u>Warning - student will be reminded of uniform policy</u> • <u>Classroom teacher will notify parent(s)/guardian(s)</u> 	<ul style="list-style-type: none"> • Student completes/submits a <u>Ho’oponopono Slip</u> • Student completes a <u>Uniform Violation ticket</u> and keeps the ticket with them the entire school day

Second Infraction	<ul style="list-style-type: none"> • <u>Warning - student will be reminded of uniform policy</u> • <u>IPA Elementary Uniform Reminder will be sent home by the classroom teacher</u> 	<ul style="list-style-type: none"> • Student completes/submits a <u>Ho'oponopono Slip</u> • Student completes a <u>Uniform Violation ticket</u> and keeps the ticket with them the entire school day • Pu'uhonua Teacher conferences with student
Third Infraction	<ul style="list-style-type: none"> • <u>IPA Elementary Uniform Reminder will be sent home by the classroom teacher</u> • <u>Principal will contact parent(s)/guardian(s)</u> 	<ul style="list-style-type: none"> • Student completes/submits a <u>Ho'oponopono Slip</u> • Student completes a <u>Uniform Violation ticket</u> and keeps the ticket with them the entire school day • Counselor conferences with student
Fourth Infraction	<ul style="list-style-type: none"> • <u>Meeting with Family and Principal</u> 	<ul style="list-style-type: none"> • Student completes/submits a <u>Ho'oponopono Slip</u> • Student completes a <u>Uniform Violation ticket</u> and keeps the ticket with them the entire school day • Vice-Principal conferences with student and calls home • Meeting with Family and Vice Principal/Principal

Functions and Trips

Weekly Scheduled Functions

Elementary Monday Morning Assembly

At the beginning of each week, the elementary students, faculty and staff gather at 8:00am for a Monday Morning Assembly (or Tuesday following a Monday holiday). At the assembly the school oli is chanted, birthdays are celebrated, individual classrooms give a presentation, or there is a student talent shared. Assembly ends with the singing of the Navigator Song. Depending on conditions in the community, assemblies may take place virtually or in person.

Elementary Aloha Friday Assembly

At the end of the day each Friday, the elementary students, faculty and staff gather while

remaining in their classrooms to sing a few songs. The Assembly ends with the signing of the Navigator Song and Hawaii Aloha. Depending on conditions in the community, assemblies may take place virtually or in person.

Secondary Division Town Halls

Town Halls in the Secondary division are monthly or bi-monthly events where school-wide announcements, issues, concerns, and upcoming events are addressed to students in Grades 6-8 and 9-12. Faculty and administrators are present to answer student questions and address their concerns. Students also report on their activities before the student body. Depending on community conditions, town halls may take place virtually or in person.

Secondary Pu'uhonua

The Pu'uhonua, which means "a place of safe refuge" in Hawaiian, is a vital part of our educational program. Facilitated by a teacher, it consists of a small group of students in the same grade level. Current educational research suggests a link between student achievement and meaningful relationships at school. Our Pu'uhonua program is based on four main pillars: Mindfulness, Ethos, Community, and Adaptability, all emphasizing relationship building. The Pu'uhonua program will be adjusted to meet current health guidelines while continuing its important work.

Learning Trips

Students participate in instruction-related "learning trips" several times a year. Parents are required to sign a Learning Trip Permission and Emergency Treatment Authorization, granting permission for their child(ren) to participate and for emergency medical treatment to be administered if necessary. This authorization, along with emergency medical information, is kept on file in the school office, with copies accompanying teachers on trips.

Prior to each learning trip, notification will be sent home with details of the planned excursion. The school encourages every student to participate in all trips taken by their class. Parents with concerns about their child's participation should discuss them with the classroom teacher.

Transportation to and from learning trips is typically by chartered bus. For safety reasons, all students and chaperones are expected to ride the bus. In cases where parent drivers are used, parents will be informed in advance and must provide a valid driver's license, current insurance, and evidence of a good driving record. High school seniors may occasionally serve as carpool transportation, pending submission of required paperwork.

During school-sponsored learning trips, students are expected to adhere to general school rules, policies, and expectations.

Attire for Learning Trips

On days when classes are scheduled for a learning trip, students are required to wear the navy blue Island Pacific Academy Where Values Matter learning trip t-shirt, along with khaki-

colored pants, shorts, or a skirt, unless otherwise instructed. Students should also wear comfortable footwear suitable for the trip's circumstances. Any specific attire requirements for a particular trip will be communicated to students in advance.

Class Trips (Grades 6–12)

A core principle of Island Pacific Academy is to cultivate each student's self-efficacy, fostering a nurturing and safe community. In addition to the cooperative and collaborative opportunities during the school day, class trips are a significant aspect of the IPA experience.

Established as a tradition in 2004, class trips are planned and led by faculty with support from parents. These trips offer students a multi-day excursion where they can showcase leadership, overcome physical challenges, and strengthen teamwork skills outside the classroom.

Given the current health situation in Hawai'i and globally, class trips will be carefully planned and assessed on a case-by-case basis throughout the school year. Any approved trips may be subject to cancellation at short notice to comply with government guidelines and ensure the health and safety of all involved.

The IPA administration and teachers will maintain ongoing communication with students and parents regarding the status of approved and scheduled class trips.

Secondary School Student Exchange and Unique Experience Trips

Island Pacific Academy organizes international student exchange trips and may also offer other unique experience trips linked to curricular and extracurricular activities, such as athletics or club competitions, based on student interest. Parents will receive information about these opportunities as they are proposed and planned.

Given the current health situation in Hawai'i and globally, these trips will be meticulously planned and assessed on an individual basis throughout the school year.

Curriculum

Elementary Program Curriculum

The Elementary Program at Island Pacific Academy provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to educate students on the difference between knowing something and truly understanding it. Our curriculum is student-centered and founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take the risks, and the desire to take action based on what students have learned.

At IPA we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent and self-reliant individuals.

Secondary Program Curriculum

At Island Pacific Academy (IPA), we regularly review all curricula for developmental appropriateness. All materials offered as part of our courses are thoroughly reviewed by our instructors. IPA's 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.

Middle School Curriculum (Grades 6-8)

At IPA, we recognize that when our graduates leave, they will enter a world that will look different from the current world in which we live. We believe in fostering a learning environment where students can develop skills which will support and empower them in the present and prepare them for a future unknown.

The Middle School educational program at IPA respects and meets the distinct needs of young adolescents. It is relevant, challenging, integrative, and exploratory. The curriculum allows students to pursue answers to questions they have about themselves, academic content, and the world around them through engaging in a design-thinking process. Students see connections between academic concepts and their own ideas while applying them to real-world situations. The educational program capitalizes on the curious and adventurous nature of adolescents with a focus on the process of discovery, the cultivation of a growth mindset, and a love of learning.

High School Curriculum (Grades 9-12)

The Secondary School curriculum at IPA is designed to help students grow and unlock their unique potential and passion, while simultaneously preparing them for an increasingly changing and globalized world. Throughout each of the courses offered at IPA, students will have the opportunity to not only develop skills such as critical and creative thinking, problem-solving, collaboration, communication, and global competence, but will also be design thinkers who are challenged to innovate, persevere, set goals, and situate themselves within the local and global community. In each course, students will investigate and explore open-ended questions, and be supported in developing their own questions to further their understanding. At the core of the curriculum, students are given a space to explore and consider the past and present, and envision a future world in which they want to live, while discovering their role in creating that world.

Advanced Placement (AP) Program

The Advanced Placement Program (AP) offers college level courses and exams that a student can take in high school. AP courses are offered during Junior (Grade 11) and Senior (Grade 12) years. AP exams are typically taken at the end of April and into May of a school year.

Students agree to the Commitment Agreement:

I agree...

- To set aside more study time for my AP course(s). I will organize my daily schedule to accommodate my studies and to apply effective time management for success.
- To complete any and all summer requirements assigned for my AP classes.
- To prepare for and take the AP exam in May 2024.
- To pay for the exam fee. I understand the exam fee is non-refundable (approximately ≈\$100 per exam)

Students should understand that dropping an AP Course will result in a penalty fee and/or a W (withdrawal) grade on their transcript, and will be responsible for the cost of the AP exam.

Taking AP courses and exams in high school could give students an advantage in college. AP scores could earn students college credits before even setting foot on a college campus. In fact, most AP students who enroll in four-year colleges start school with some credit. In addition, earning credit or placement can open up time on a college schedule or even lead to early college graduation. Furthermore, having AP courses on a high school transcript shows colleges and universities that students are motivated to succeed and are making commitments to tackle and complete college-level courses.

Nearly all colleges and universities in the United States grant credit and placement for qualifying AP scores. Eligible and recommended IPA students are highly encouraged to take AP courses within their high school career.

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.

Students in Grades 9-12 can elect for placement and possible advanced standing college credit through selected Advanced Placement (AP) courses taught and examinations administered on campus each May. Students can also sign up for other AP examinations for

administration at IPA.

Passion Project (Grade 10)

In Grade 10, students are required to complete a Passion Project for graduation. This is a significant student-directed inquiry project produced over the course of the Grade 10 year. The topic of study for the project should be focused on an area about which the student is passionate and interested. Students work with an administrator faculty/staff advisor and a mentor in their area of study. Successful completion of the project requirements will earn 1 credit. If the Passion Project is not completed by the end of Grade 10, students will be directed to finish during the summer. The project must be completed and reviewed before the first day of the next school year.

“Whenever you can, Help!” Island Pacific Academy Service

Island Pacific Academy views community service as any activity that benefits others, contributes to the well-being of humanity, or generates a public benefit. The primary goal of our service program is to enlighten students about their ability to positively impact their community and the wider society. Engaging in service activities that foster interactions with diverse social and cultural groups enhances international awareness and involvement with globally significant issues. The objectives of our service initiatives include:

- Motivating students to make a meaningful difference beyond the school environment.
- Providing students with practical applications of their academic knowledge in the real world.
- Cultivating key values such as respect for others, acknowledgement of every individual’s worth, a generous spirit, and the transformative power of kindness.

Service in Elementary Grades

Opportunities for community service in the Elementary division are often related to the Unit of Inquiry. Each Grade 5 student takes turns serving on the Student Action Committee. The Student Action Committee plans service projects to give back to the school (such as scavenger hunts planned for students in lower grades) and to the community (*e.g.*, the annual Food Drive or the Holiday Giving Tree). Grade 5 students also take turns in the honor and responsibility of raising and lowering the flags each day.

Service in Secondary Grades

Community service is a cornerstone of our values at Island Pacific Academy. It allows students to develop and demonstrate personal and interpersonal skills in tangible ways, fostering their growth as individuals and their understanding of their role in society.

Grade	Total Yearly Service Hours
6-8	10 total hours per school year; 8 hours completed through participation in two all-school community service events, IPA Gives Back and Make A Difference Day
9-12	20 total hours per school year; 8 hours completed through participation in two all-school community service events, IPA Gives Back and Make A Difference Day

Finding Service Opportunities:

- Consult your Pu'uhonua teacher or the Student Activity Coordinator.
- Teachers can use the <https://climbhi.org> website to find volunteer opportunities.
- Pu'uhonua teachers will assist students in recording their service hours annually on the Google service log.
- Join an Island Pacific Academy service club, such as Interact (sponsored by Rotary).
- Aloha United Way's www.volunteerhawaii.org offers a searchable database by age, zip code, etc.
- Aloha United Way also provides a list of non-profit organizations that offer service experiences.
- Libraries, hospitals, daycare centers, and summer day camps often have volunteer programs.
- Explore organizations like Big Brothers/Big Sisters, Humane Society, YMCA, Red Cross, etc.

Graduation Requirements

Island Pacific Academy's curriculum is crafted to equip students for the challenges and demands of college-level studies. Students have two pathways to graduation:

- Island Pacific Academy Diploma
- Island Pacific Academy Diploma with AP Classes: (Students may earn college credits based on AP scores, which vary by institution.)

Student Grade Point Averages (GPAs) are calculated by adding the numerical values corresponding to the letter grades of each high school course and dividing the sum by the total number of courses taken to determine the combined GPA.

Seniors must maintain a cumulative weighted GPA of at least 2.0 (C) and settle any financial

obligations, including AP Examination fees, to receive their diploma. This GPA includes transcripts from any previous high schools attended. Grades once recorded are permanent on the transcript, and failing grades are not removed even if the course is repeated for a passing grade.

Each full semester in a subject counts as half an academic credit, with year-long courses worth 1 credit. Some courses require sequential enrollment, and competency must be demonstrated before enrolling in advanced coursework or certain Fine and Performing Arts courses.

Graduation Requirements:

- 4 credits of English Literature and Composition
- 4 credits of Humanities
- 4 credits of Mathematics
- 3 credits of Science
- 2-3 credits of World Language (starting with the Class of 2026, three years of the same language are required)
- 2 credits of Visual and Performing Arts (Completed in Grades 9 and 10)
- 2 credits of Design Thinking (Completed in Grades 9 and 10)
- 1 credit of Passion Project (Completed in Grade 10)
- 1 credit of Health and Physical Education (Completed in Grades 9)
- 20 service hours per a school year

Specific requirements:

- Passing grade (D- or higher for non-sequential courses; C- or higher for sequential courses like Mathematics and World Language)
- Completion of the Passion Project by all sophomores
- Completion of 20 total service hours per school year
- Completion of AP courses and exams (optional but requires registration and incurs a non-refundable cost)

Note: Beginning in the 2023-2024 school year, failing to pass a course triggers credit recovery, which may involve repeating the course at IPA or taking an approved summer school course.

Program Policies And Procedures

Students with Diagnosed Learning Differences

Island Pacific Academy (IPA) is committed to supporting all students, including those with diagnosed learning differences, aligning with IPA's mission to nurture growth, develop critical

thinking, and celebrate creativity while maintaining academic excellence. IPA's inclusive educational philosophy emphasizes differentiation in teaching while upholding high standards of excellence.

IPA welcomes students who are eager to embrace IPA's enriching academic environment and can thrive within it. Recognizing the importance of treating each student as an individual, IPA invites those with learning differences to join, provided IPA has the necessary resources to support their needs. However, it's important to note that IPA's capabilities may be limited for students requiring highly specialized or intensive interventions, generally accommodating high-functioning students with learning differences.

Parents of students with diagnosed learning needs are encouraged to discuss their child's requirements with IPA. IPA aims to make suitable arrangements, supported by educational psychologist reports or medical documentation, whenever possible.

IPA has established a support system to address the unique educational needs of students with learning differences. This system is overseen by the Elementary Administrator (Grades K-5) or the Secondary Administrator and/or Counselor (Grades 6-12), who may initiate evaluations based on teacher observations, student performance, and progress to tailor support effectively.

Electronic Devices

At Island Pacific Academy, secondary students (Grades 6-12) are equipped with school-issued devices such as iPads or MacBooks, which are to be used primarily for coursework. Electronic devices are recognized as valuable academic resources for children and adolescents, yet they can also detract from academic focus due to potential distractions. Consequently, the use of these devices at school is restricted to activities that support school assignments and promote academic development.

Non-academic activities, including social networking, gaming, and streaming, are prohibited during school hours unless expressly permitted by a teacher or administrator. It is advised that entertainment devices like DVDs and PSPs be kept at home to avoid disrupting the educational environment and the school's computer network.

For elementary students (Grades K-5), personal electronic devices, such as cell phones and smartwatches, should be stored in their backpacks or lockers and not used during school hours unless a teacher directs otherwise. The school discourages the bringing of smartwatches and cell phones by elementary students, but if necessary, these items must remain in the student's backpack throughout the day. The school is not liable for any loss or damage to these items.

Secondary students (Grades 6-12) are also required to store personal devices like cell phones and smartwatches in their backpacks or lockers, with usage permitted only for educational purposes as directed by a teacher.

Violations of these guidelines may lead to the confiscation of the device, suspension of

Internet or network access, and potentially further disciplinary actions. Confiscated devices will be held by the Elementary Principal or Secondary Vice Principal and may be collected at the end of the school day. Repeated misuse may result in additional disciplinary measures.

Student–Athletes, Extra-curricular Activities and Academics

At Island Pacific Academy, students in Grades 6-12 are primarily considered students, and as such, are expected to prioritize their academics. Participation in school-sponsored extracurricular activities, including athletics and performance arts, requires maintaining good academic and behavioral standing without any special concessions for their extracurricular engagements. Students must manage their time effectively to balance both academic responsibilities and activities.

Eligibility for extracurricular activities demands proficiency in academic performance, behavior, and adherence to due dates for assignments. A student falling short in any of these areas may be deemed ineligible to participate in practices, competitions, or performances until they demonstrate adequate academic improvement. This standard is upheld through bi-weekly grade checks, and students below proficiency have a two-week period to meet the required standards. Student-athletes must also compensate for any missed work within two school days following an early dismissal for athletics.

The Secondary Administrator has the authority to suspend a student’s participation in extracurricular activities until academic proficiency is re-established. Continuous academic underperformance could result in academic probation, potentially affecting the student’s ability to partake in any school-sponsored activities.

Academic eligibility also hinges on cumulative GPA, with specific interventions like grade checks initiated for those with GPAs between 2.0 and 2.75. These students may practice but are restricted from competing until their performance improves to satisfactory levels.

Behaviorally, students must embody the highest standards outlined in the Code of Conduct, both during school hours and in extracurricular settings. Violations that necessitate a student/parent/teacher conference may lead to a minimum two-week ineligibility period or more, depending on whether behavioral expectations are subsequently met.

Participation in athletics and performance events requires adherence to stringent behavioral expectations. Failure to uphold these standards, whether on or off campus, could result in dismissal from the event, team, or potentially the school.

Students are encouraged to utilize study halls, enrichment programs, and faculty office hours, especially during sports or production seasons, to support their academic success. Ineligibility at the school year’s end requires immediate grade checks at the fall semester’s start, with participation contingent on meeting the cumulative GPA criteria.

Island Pacific Academy After-School Activities Supervision Policy

Island Pacific Academy aims to ensure the safety and engagement of students during after-school activities, including sports, rehearsals, and clubs.

Supervision Details:

- Students should leave promptly after school ends at 3:10 PM, or at 2:30 PM on Wednesdays, unless they are involved in supervised activities. It's important to follow traffic flow and curb guidelines for pick-up. Students should be picked up within 15 minutes of dismissal, as there is no supervision provided after school hours.
- Supervision by school personnel begins at the scheduled start time of each after-school activity.

Before and After Activity Expectations for Students:

- Students waiting for after-school activities should stay on campus in designated areas, or leave immediately if their after-school activity is off-campus.
- If the activity is on campus, during this waiting period, students are encouraged to prepare for their activity (e.g., change into practice clothes), do homework, or wait quietly on campus.
- Leaving campus before or after an on-campus activity is discouraged. Those who choose to leave and return must do so by their activity's start time or by the pickup time, and they do so at their own risk.

Responsibility and Cooperation:

- Island Pacific Academy is not responsible for students before the official start times and after the official end times of activities. Families are encouraged to plan accordingly to ensure their child's safety and compliance with school policies, including ensuring prompt pick-up.
- Adherence to this policy is crucial for maintaining a safe and productive after-school environment for all students.

Contact Information:

- For questions or more information, please reach out to the designated after-school activity coordinator or the school administration.

We thank you for your cooperation and commitment to ensuring a safe and enriching experience for all students at Island Pacific Academy.

Academic Policies

Homework Policy

At Island Pacific Academy, we recognize the value of homework in promoting a positive learning attitude in each child. It offers an opportunity to practice classroom-taught skills,

fosters curiosity, and can serve various purposes such as reinforcing knowledge, preparing for future lessons, extending classroom discussions, or encouraging independent learning.

We aim for our students to engage actively in their education and take pride in their achievements, viewing homework as a means to stimulate lifelong learning curiosity. To this end, teachers may provide options for homework tasks or allow students to choose their approach to assignments. This flexibility encourages individual involvement, responsibility, and the exploration of new ideas, helping students feel invested in their learning and confident in their abilities.

However, we are mindful of the potential drawbacks of excessive homework, such as impacting a child's sleep or infringing on personal growth opportunities, including social interactions, outdoor activities, and family time. At Island Pacific Academy, our goal is to cultivate well-rounded individuals. We believe in the importance of personal time for students to explore their identities and enjoy life. Education and growth extend beyond homework, which should not dominate a child's time after school. We strive to maintain a balance that supports both academic development and personal well-being.

Homework in the Elementary Division

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

Amount of Homework

Kindergarten	15 minutes per night
Grade 1	20 minutes per night
Grade 2	20 minutes per night
Grade 3	30 minutes per night
Grade 4	45 minutes per night
Grade 5	50 minutes per night

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

true of larger assignments such as essays and research projects in order for the teacher to better gauge the child's understanding. Students and parents will be notified of target dates for such projects way in advance.

Responsibility

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

Late Work

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

HOMework IS NOT MEANT TO BE PUNITIVE. RATHER, IT IS A REFLECTION OF ONE'S OWN LEARNING.

Homework in the Secondary Division

Parents should anticipate variation in the homework load. Some nights, the workload may be light, while on other nights, especially when a major project is due, it may be heavier. Completing longer assignments may also require weekend time. Students will often have the opportunity to work on daily assignments or parts of an assignment during regular school hours, particularly for larger tasks like essays and projects. Advance notice will be given for target dates for such projects, and not every course may have homework every day.

It is crucial for students to complete their homework to the best of their ability and with minimal parent assistance. This allows teachers to accurately assess students' understanding of academic concepts. Consistently late work may indicate a behavior pattern that needs addressing. If a student struggles with understanding homework concepts, they should be encouraged to seek extra help from the appropriate teacher.

Students will have two days to complete missed schoolwork/homework for each day of excused absence. It is the student's responsibility to communicate with the teacher regarding missed assignments. Information about late work policies will be provided in class syllabi, as individual teachers/departments have specific requirements and consequences for late submissions.

Assignments will be posted on FACTS, and families are encouraged to check them regularly. If daily homework becomes overwhelming for your child, leading to extended hours, lack of focus, or excessive frustration, you are encouraged to communicate with the teacher(s).

Our goal at Island Pacific Academy is to provide an experience of sustained intellectual and personal growth, fostering a lifelong love of learning in your child.

Academic Honesty Policy

Philosophy of Academic Honesty

At Island Pacific Academy, we uphold the principles of honor and integrity, reflecting our commitment to respect for self and others. Our students are expected to be principled learners, contributing positively not only to our local and school communities but also to the broader academic world.

Academic honesty demands that all student work is genuine and conducted ethically. This involves learning to engage with and critique research, synthesize information, accurately cite sources, and confidently face academic challenges. Our faculty is committed to guiding students through this process, promoting a culture of academic excellence and integrity.

We advocate for a learning environment where:

- Students strive to present their best work on all assignments.
- Open communication and seeking help when needed is normalized.
- Adherence to established guidelines and deadlines is respected.
- Students' understanding of academic honesty matures, requiring tailored and developmentally appropriate responses.
- Peer support is encouraged to uphold high standards of academic honesty.

Academic Dishonesty

Island Pacific Academy clearly defines academic dishonesty, highlighting that ignorance is no excuse.

Academic dishonesty can be unintentional or deliberate:

Unintentional Academic Dishonesty: This includes actions such as accidentally glancing at another's exam or submitting inadequately documented work.

Intentional Academic Dishonesty: This encompasses premeditated acts like using unauthorized aids during exams, collaborating to deceive or falsify academic work, plagiarism, or misusing AI technologies.

Forms of Academic Dishonesty Include:

- **Plagiarism:** Claiming another's work or ideas as your own.
- **Collusion:** Helping others engage in dishonest acts.

- Cheating: Using unauthorized aids, including AI tools, in assignments or tests.
- Duplication: Submitting the same work for different assessments without approval.
- Misrepresentation: Gaining an unfair advantage by falsifying work, records, or using AI-generated content without disclosure.

AI and Academic Honesty:

Students must not misuse AI technologies to complete assignments or present AI-generated content as their own, except as expressly permitted in a collaborative, teacher-guided context. The school reserves the right to review technology use to ensure compliance with academic honesty standards.

Consequences:

Violations of academic honesty are treated seriously, with consequences tailored to the severity and nature of the offense. These may include administrative meetings, reflective writing, parental involvement, grade adjustments, probation, or expulsion.

Our goal is to nurture a community rooted in trust, integrity, and academic achievement, preparing students to be ethical contributors to society.

Expectations and Rights

Island Pacific Academy is committed to fostering academic excellence and development. To achieve this, we believe in a collaborative effort among students, parents, and teachers, grounded in clear communication and mutual responsibilities:

- Students have the right to understand academic expectations and the responsibility to seek clarification and assistance when needed.
- Parents are entitled to regular updates on their child's academic progress and bear the responsibility of engaging with teachers beyond scheduled reports and meetings for additional insights.
- Teachers are expected to establish and communicate clear expectations, assess students fairly, and provide timely feedback on academic performance.

Supporting Academic Success

Our aim is to enhance academic skills among students, engage parents as active partners in their child's education, and ensure teachers effectively convey curriculum expectations, assessments, and student progress. However, when a student's performance does not improve despite efforts, academic probation may be necessary.

Process for Academic Probation

Students at risk of academic probation are identified at two critical junctures:

- **End of First Semester (Grades 6-12):** Students receiving a grade below 'C-' may be placed on probation for the subsequent semester. Affected students and their families will be notified by the Secondary Administrator, receiving a formal letter outlining probation terms, expectations, and potential consequences if performance issues persist. Seniors facing probation risk diploma withholding if graduation requirements are unmet. Enrollment contracts for the following year may be withheld or made conditional based on semester-end review outcomes.
- **End of Second Semester (Grades 6-11):** Students with grades below 'C-' face probation, potentially impacting their enrollment contract for the following year. Requirements may include summer coursework to address deficiencies. Failure to meet these conditions could lead to course repetition or non-renewal of the enrollment contract.

Through this policy, Island Pacific Academy strives to support each student's academic journey while upholding our standards of excellence and accountability.

Add/Drop and Withdrawal Procedure

Add/Drop Date

At the beginning of each school year, for the first week, students in Grades 9-12 have the opportunity to modify their course schedules. To request a change, students must complete a Change Request Form available from the Secondary School Office. Approval of requests is not guaranteed and typically favors corrections of clerical errors or changes necessary for graduation requirements. The process involves:

Student consultation with parents for initial approval and signature on the form.
Seeking endorsements from affected teachers and either the High School Student Support Counselor or the College, Career, and Life Readiness Counselor to ensure the change aligns with graduation needs.

Submission of the form to the Secondary Administrator for final approval.

Withdrawal Procedure

After the add/drop period, students are expected to fulfill the requirements of their enrolled full-year courses. Withdrawals from a course are permissible only until the mid-course reporting period and must be recommended by the teacher and department head, with the Vice Principal's consent. In particular cases, the Principal's approval may be required. Post the mid-course reporting period, withdrawals are not allowed, and any withdrawal will result in a 'W' mark on the student's transcript, indicating the withdrawal.

These procedures are designed to ensure that course selections are made thoughtfully and that students are committed to their chosen academic paths, with changes made only when absolutely necessary.

Assessment Calendar

Administration and teachers coordinate as best they can due dates for major assessments throughout the year. However, there may be times when students have more than one assessment on a given day. Students are expected to advocate for themselves appropriately when potential conflicts arise.

Semester Examinations & External Assessments

- **Coordination:** Semester exams are coordinated by the class teacher within the normal class meeting times. AP Exams are scheduled in alignment with both the school calendar and the requirements of external organizations. The College, Career, and Life Readiness Counselor, in collaboration with the secondary administration, registrar and department chairs, publishes these schedules.
- **Semester Exams:** Semester exams are administered by the class teacher within the normal class meeting times.
- **AP Exams:** There is a provision for a makeup day for AP Exams in the event of illness or scheduling conflicts. Students taking AP Exams are exempt from their corresponding semester exams.
- **Mitigating Circumstances:** In exceptional cases, the Principal can approve an "excused" absence, allowing the student to sit the exam at a later date. Unexcused absences may lead to a lower grade or the inability to make up the exam.

Responsibilities and Accommodations

- It is primarily the responsibility of students and their parents to manage scheduling conflicts or seek excusal for absences well before the finals week.
- In specific scenarios, such as suspension or a temporary separation from school, a special exam schedule may be arranged.
- IPA commits to accommodating students' religious observances and practices concerning exam scheduling, provided the teacher is notified within a week of the exam schedule release.

This framework is designed to support both the academic integrity of the assessment process and the individual needs of students, ensuring a balanced approach to scheduling and conflict resolution.

Academic Advancement

Grade Level Advancement

At times, if a student does not demonstrate the achievement of required benchmarks for progression to the next grade level, Island Pacific Academy might advise or mandate retention. This decision aims to enhance the student's likelihood of future success. Retention may sometimes apply to a specific subject rather than the entire grade level. Such decisions

are made after thorough discussions involving parents and the school administration.

Credit Recovery

Should a student fail to meet the requisite criteria for course credit or the desired proficiency level, they might be placed on Academic Probation. To recover the credit or improve skills necessary for subsequent courses, summer school attendance could become mandatory or strongly advised. Students have the flexibility to complete these requirements at any accredited institution, whether private or public. It is incumbent upon the student to furnish Island Pacific Academy with an official transcript from the attended summer school as proof of completion.

Schedule of Courses

The course catalog for registration in the upcoming school year is generally available electronically in February each year.

Academic Honors and Awards - Grades 9-12

Head of School's & Principal's Lists

The Head of School's & Principal's List are academic recognition at the end of a grading period. This occurs at the end of a semester for Grades 9-12.

Head of School's List: Requires a weighted GPA of at least 4.0 and no grades lower than an A- .

Principal's List: Requires a weighted GPA of at least 3.5 and no more than 3.99 with no grades lower than a B-.

National Honor Society

Members of the sophomore and junior class demonstrating excellence in scholarship (3.5 GPA or higher) are eligible to apply for induction into the National Honor Society. Applicants who, in addition to scholarship, are determined to have excellence in service, character, and leadership will be inducted during a ceremony in the spring semester.

Subject Specific Academic Honor Societies

Island Pacific Academy also holds membership in discipline-specific national honor societies, (*e.g.*, Spanish, Japanese, Art, Theatre, Music, and Math). Students who demonstrate the required level of excellence in those subjects may be elected to those societies.

Navigator Award, Valedictorian and Salutatorian

The Navigator Award, Valedictorian, and Salutatorian are special honors bestowed on three graduating seniors who exemplify the vision and mission at Island Pacific Academy.

To be eligible for the honor, the graduating senior must have been enrolled in at least three years at Island Pacific Academy in grades 9-12.

Administration and Faculty will use a holistic approach that includes but is not limited to

reviewing level of academic excellence, strength of schedule, extracurricular activities, service to community, examples of leadership, and personal character.

The Navigator Award is the highest accolade given at Island Pacific Academy.

Other Secondary Awards

Generosity of Spirit Award - This award goes to the student who consistently exhibits an attitude characterized by sensitivity to the needs of others, a willingness to help whenever possible, and a genuine care for the welfare of his/her fellow Island Pacific Academy community members over the course of his/her time at Island Pacific Academy.

Kahiau Award (formerly known as the Hana Pono Award) - Kahiau means to give without the expectation of anything in return. The Island Pacific Academy Hana Pono Award honors the student who over the course of his/her time at Island Pacific Academy, has consistently demonstrated the perpetuation of this Hawaiian value through:

- Steadfast commitment to service to the school and others within the community
- A consistent willingness to serve
- Helping without being asked
- Selfless efforts which have enhanced our school community

IPA Device and Internet Acceptable Use Policy (AUP)

Overview

This policy applies to all of Island Pacific Academy (IPA) students, families, employees, contractors, partners, visitors, and agents (referred to as Users in this document).

Purpose of AUP

The purpose of this Acceptable Use Policy is to protect IPA's students, families, employees, partners, and company from damage either knowingly or unknowingly. The AUP covers all technology related information and equipment including (but not limited to) hardware, software, websites, apps, proprietary systems, data, email, accesses, connections, *etc.* (referred to as Technology in this document).

Island Pacific Academy reserves the right to monitor, review, and regulate all Technology related activity while on campus. Violation of this AUP may lead to disciplinary action based on IPA administration's recommendation.

Purpose of IPA's Technology

The purpose of IPA's Technology is for the operations of the school ("Educational Purpose"). Educational Purpose is any activity directly related to IPA curriculum, including Distance/

Blended Learning.

IPA reserves the right to monitor, review, and regulate all Technology related activity at any time. Violation of this AUP may lead to disciplinary action based on the IPA Administration's recommendation.

Access Control

Many of IPA's Technology systems require usernames, passwords, tokens, or uniquely identifiable accesses. These are individually assigned and Users are responsible for the safety of their access. Sharing of these accesses are prohibited. In addition, the use of another User's account is prohibited.

1-to-1 Device Program

Users are assigned and responsible for one school-issued device (with accessories) to be used for Educational purposes:

- The following list of Technology will be referred to as "1-to-1 Device" in this document.
 - MacBook Air with Applecare (Grade 9-12)
 - MacBook Power Adapter and USB-C cable (Grade 9-12)
 - Apple iPad with Applecare and iPad case (Grade K-8)
 - iPad Power Adapter and USB to Lightning Cable (Grade K-8)
 - Device Management License
 - Software/Application License
- Acceptance of 1-to-1 Device
 - User will be allowed to inspect the device upon receipt. All issues should be brought up prior to accepting the 1-to-1 Device.
- Returning of 1-to-1 Device
 - Users will return their 1-to-1 Device no later than the User's last day of school.
 - Upon return of the User's 1-to-1 Device, IPA will inspect the 1-to-1 Device for damage or violation of school policy. Damages or policy violations will be reported to the IPA Administration and will be dealt with accordingly.

User Responsibilities

- Charging
 - Users are responsible for charging their device
- Damage and Repair
 - Damage to the 1-to-1 Device, regardless of fault, will result in charges to the User

- for
 - replacement or repair of the 1-to-1 Device including but not limited to any added fees
 - (ex. taxes, shipping, handling, *etc.*)
 - Note: After the User has two damage incidents, the 1-to-1 Device will be declared “lost” and fees for a lost 1-to-1 Device will apply.
- Lost or Stolen
 - The User is required to immediately notify IPA.
 - Loss of the 1-to-1 Device will result in charges to the User for the replacement of the 1-to-1 Device including but not limited to any added fees (ex. taxes, shipping, handling, *etc.*).
- Personal Technology
 - Users are responsible for the safety and troubleshooting of any personal technology and licenses used with assigned 1-to-1 Device.
- Distance/Blended Learning
 - The User is responsible to utilize Technology, even in a Distance/Blended Learning environment, in compliance with the Student Code of Conduct.

Safety of Confidential Information

Confidential information is any information that should remain private such as names, photos, social security numbers, addresses, *etc.* To maintain the safety of information, lock your computer screen, shred sensitive information, logout of systems, *etc.*

IPA’s Proactive Approach

IPA’s goal is to be proactive in handling risk. Systems have been put in place to keep the IPA community safe. These systems can disable Technology that may be considered a threat. IPA wants to err on the side of safety but if the Technology is required for Educational or Business Purpose, it can be submitted for review and action can be made based on this research.

Conditions of Use

IPA’s Technology should be handled with respect and care. Prior to distribution, IPA’s Technology is checked for defects and (if needed) repairs are made. The User assigned to the Technology is responsible for any damages.

Violation of Policy

Disciplinary action will be taken if Technology is used in a manner not intended (either knowingly or unknowingly) for IPA Education purpose. Examples of these are (this is not a definitive list):

- Breaking of local or federal laws

- Breaking IPA rules (including this Policy and the Student Code of Conduct)
- Cyberbullying
- Hacking, phreaking, cracking, *etc.*
- Installing prohibited software/applications
- Using VPNs, proxies, or other methods to bypass IPA security systems
- Using illegally obtained software
- Gaming
- Bitcoin mining
- Torrenting

Personally Identifiable Information (PII)

The safety of information is important to IPA. Specifically, the safety of our student's Personally Identifiable Information (PII). Prior to use, all websites or software is vetted to make sure they comply with COPPA policy.

- Personally Identifiable Information (PII): Information that can be used by itself, or with other information to identify a person.
- Children's Online Privacy Protection Act (COPPA): A set of requirements for online services or websites regarding collection of children's PII. (<https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>).

Limitation of Liability

IPA will not be responsible for damages (either directly or indirectly), claims, losses, costs or other obligations arising while using Technology and curriculum resources. This limitation of liability covers damages incurred to all Technology while on campus or in participation with any IPA affiliated activity, including Distance or Blended Learning.

IPA also denies responsibility for the accuracy or quality of information obtained through user access. All statements accessible by the Internet are understood to be the User's point of view and not that of IPA, its affiliates, or its employees.

IPA Student's Technology Responsible Use Guideline

1. Students are responsible to utilize the IPA issued iPad and all applications and programs in compliance with the AUP and the student code of conduct outlined in the IPA Parent and Student Handbook 2024-2025.
2. Students should never impersonate other students, teachers or any other person when logging in on Zoom, Google Meet/ Hangout, FlipGrid, or any other online learning platform. Impersonation is subject to disciplinary action.
3. Hacking or using another IPA account is NOT allowed and subject to disciplinary action.

4. Do not share your name, home address, email address, phone number, and any information about you with others on the Internet or on any video conferencing or social media platforms. Do not give out your password to anyone (even your best friend) other than your parents or guardian.
5. Never send a picture of yourself or video conference with anyone without the permission of your parents or guardian. If parents do not give permission for IPA to utilize a video conferencing platform, alternative means of communication will be found. Parent permission is a requirement.
6. Treat others online, the way you want to be treated. If you think you or your friends are being cyberbullied, tell your teacher or school administrator. Examples of cyberbullying are when someone bothers you, calls you names, threatens you, and/or picks on you while you are online.
7. Follow the IPA community guidelines and IPA 5-Agreements at all times when utilizing the online platform. Use good manners and good computer behaviors. Anything you post online will be viewed by others. Before posting something online, always question yourself, "Will my parents, grandparents, or teachers be proud of what I posted". Being a good online citizen means not doing anything that hurts others or is against the law.

Expectations of Students in the Online Environment

IPA promotes digital citizenship and encourages all of our students to be courteous and respectful when communicating online, the same as when students are on campus.

IPA's Technology Department has the right to access all IPA issued devices and applications to monitor malicious content and behavior while on the internet. IPA reserves the right to confiscate IPA owned iPads if a student is found to be in violation of the Acceptable Use Policy or the Student Code of Conduct outlined in the IPA Parent and Student Handbook 2024-2025.

IPA Technology Department monitoring does NOT replace parental or guardian supervision. Parents and guardians are responsible for their student's online environment and content.

Harassment Reporting

If a student is being harassed in an online environment, it is important for the student or parent/ guardian to report it immediately to a teacher, counselor or administrator via email. Harassment comes in many forms, including but not limited to:

- Spam (unsolicited emails not pertaining to school)
- Threatening communications
- Offensive communications or any other kind of communication that solicits discomfort

Acceptable Use Guidelines for the Online Environment

This document describes the policies and guidelines for the use of the Island Pacific Academy

program and exists to ensure that all IPA students are aware of and understand their responsibilities when accessing and using IPA devices and resources.

IPA reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to IPA instructional computing resources. IPA instructional computing resources include the following but not limited to: iPad, software, or application that is owned, operated, or leased by IPA or IPA personnel.

IPA considers the participation in distance learning which includes, but not limited to, posting comments, turning in assignments, participation in video conferencing, responding to emails as attendance at school. Non-participation in distance learning will be addressed as an absence from school and administration will follow up.

As a parent of a student enrolled in IPA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Acceptable Use Policy and Student Code of Conduct. Failure to follow these guidelines could result in:

- Removal of your access to IPA instructional computing resources, which could result in your inability to complete learning activities
- Suspension or expulsion from IPA
- Involvement with law enforcement agencies and possible legal action

Accountability

Posting anonymous messages is not permitted. Impersonating another person is also strictly prohibited.

- Use only your own username and password, and do not share these with anyone.
- Change your password(s) frequently, to ensure the security of your device and identity.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately. This includes video, messages or materials from other students and teachers.
- Do not download, transmit, or post material that is intended for personal gain or profit, non-IPA commercial activities, non-IPA product advertising, or political lobbying on a IPA-owned instructional computing resource.
- Do not use IPA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on IPA instructional computing resources that breaks the AUP or the Student Code of Conduct and that is not specifically required and approved for your assignments by a teacher.

Inappropriate Behavior

Inappropriate behavior includes, but is not limited to:

- Insults or attacks of any kind against another person on any online platform.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.
- Any disruptions during designated meeting times for virtual class discussions or activities including inappropriate language, posting pictures, images, disrespect for teachers or other students. The IPA 5-Agreements apply in the virtual classroom.
- Attending a virtual class or posting a profile picture that does not adhere to IPA’s free-dress guidelines outlined in the IPA Parent and Student Handbook 2024-2025 page 61.
- Videoing or live streaming such as but not limited to: Facebook live, Google live, recording of teachers, conversations, *etc.* during class or video conferencing.

IPA Network Etiquette

Parents and students are expected to follow the rules of network etiquette, or “netiquette.” The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable and break the IPA 5-Agreements and the Student Code of Conduct.
- Use greetings when opening and closing an email.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful. Avoid “internet yelling” ie. using ALL CAPS.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Don’t broadcast online discussions, and never reveal other people’s email addresses.
- Be appropriately dressed for online class or meeting participation by following IPA’s free-dress guidelines outlined in the IPA Parent and Student Handbook 2024-2025 page 61.

Academic Integrity

All work submitted is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrator and may result in loss of credit for the assignment, counseling with administrators and further disciplinary action. The IPA Academic Dishonesty Policy can be found in the IPA Parent and Student Handbook 2024-2025.

Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. The IPA Academic Dishonesty Policy can be found in the IPA Parent and Student Handbook 2024-2025.

Specific examples of plagiarism that will not be tolerated are:

- Copying or re-phrasing another student's work
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it)
- Directly copying student aids (for example, Cliff's Notes), critical sources, or reference materials in part or in whole without acknowledgment
- Indirect reproduction of student aids, such as Cliff's Notes, Spark Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment
- Taking another person's thoughts, ideas or intellectual property and presenting it as your own in a submitted assignment

IPA Indemnification Provision

IPA assumes no responsibility for information obtained via the Internet which may be illegal, defamatory, inaccurate, or offensive. IPA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. IPA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of IPA, its affiliates, or its employees. IPA assumes no responsibility for damages to the user's computer system.

Helpful Contacts

General Contact Information

School FAX line	(808) 674-3575
Admission Office	(808) 674-3563
Advancement Office	(808) 674-3528
Athletic Office	(808) 674-3572
Business Office	(808) 674-3524
Elementary Office	(808) 674-3580
Secondary Office	(808) 674-3564
To leave a message for a faculty member or an emergency message for a student, call the appropriate division office.	

Whom to Contact

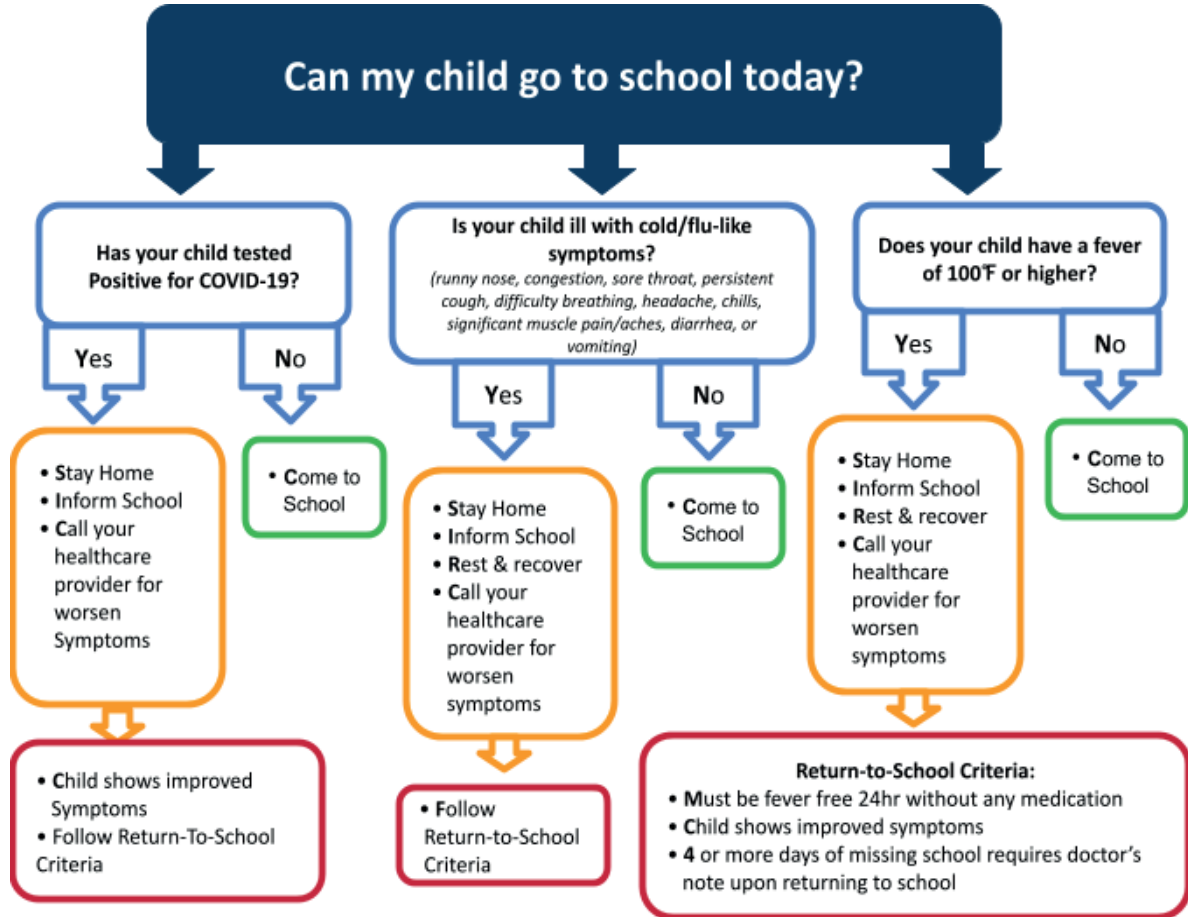
Type of Information or Concern	Contact Person	Phone / ext	Email
General Info/Daily Schedule of Events	Tori Rooke - Elementary Office Manager Evelyn Okimoto - Secondary Office Manager	808-674-3580 808-674-3564	TRooke@ EOkimoto@
Leave Phone Message for ES Classroom / Specials Teacher	Tori Rooke - Elementary Office Manager	808-674-3580	TRooke@
Leave Phone Message for Secondary Teacher / Administrator	Evelyn Okimoto - Secondary Office Manager	808-674-3564	EOkimoto@
Health Room	Louisa Faulkner	808-674-3523 x415	Healthroom@
Student Records - Elementary	Tori Rooke - Elementary Office Manager	808-674-3580	TRooke@
Student Records - Secondary (Transcripts)	Kelsey Uehira - Registrar/SMS Admin	808-674-3585	KUehira@
Classroom Schedule/Coursework/Academic Progress	Tori Rooke - Elementary Office Manager Evelyn Okimoto - Secondary Office Manager	808-674-3580 808-674-3564	TRooke@ EOkimoto@
College Counselor	Susan Goya	808-674-3523 x596	SGoya@
Elementary Counselor	Renee Spencer	808-674-3573	RSpencer@
Secondary Middle School Counselor (Grades 6-8)	Christine Farias	808-674-3523 x592	CFarias@
Secondary High School Counselor (Grades 9-12)	Rodney Lum	808-674-3523 x542	RLum@
Invoices, Tuition Payments, FACTS	Jenny Nguyen - Accounts Receivable Clerk	808-674-3524	BusinessOffice@
Communications, Marketing, Advertising, Fundraising Events, Annual Fund and Website	Ka'i'ini Aranydo - Director of Advancement	808-674-3528	KAranydo@
Volunteer Opportunities and IPAPA	Marsha Castillo - Advancement Coordinator	808-674-3528	MCastillo@
Athletics and Coaches	Raymond Fujino - Director of Athletics	808-674-3572	RFujino@
Student/Parent FACTS Assistance	Kelsey Uehira - Registrar/SIS Administrator	808-674-3585	KUehira@
Technology Support	Technology Department	808-674-3566	_IPASupport@
Morning Supervised Study / After School Extended Day Program	Katie Metz - Auxiliary Programs Director	808-674-3523 x441	KMetz@
Summer Enrichment Program	Katie Metz - Auxiliary Programs Director	808-674-3523 x441	KMetz@
Admission	Jennifer Banquil - Director of Admission	808-674-3563	Admission@
School Store	Shannon Vasilash - Executive Assistant/ Administration Office Manager	808-674-3565	SVasilash@
Future Plans for Campus, General School-wide Questions or Concerns	Divisional Administration	808-674-3523	
Not sure whom to ask? You can email your question to office@ipahawaii.org or use the CONTACT US form on the website (located in the ABOUT US section).			

Illness Decision Chart

Illness Decision Chart

Island Pacific Academy

Rev. 7/10/2024



2024-2025 Secondary Bell

2024-2025 Secondary School Bell Schedule

A Day	B Day	C Day	D Day	E Day	F Day	G Day	H Day	Wednesday
Period 1 8:00 - 9:20	Period 5 8:00 - 9:20	Period 2 8:00 - 9:20	Period 6 8:00 - 9:20	Period 3 8:00 - 9:20	Period 7 8:00 - 9:20	Period 4 8:00 - 9:20	Period 8 8:0 - 9:20	1st Class 8:00 - 9:15
Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Recess 9:20 - 9:35	Passing 9:15 - 9:20
Period 2 9:40 - 10:55	Period 6 9:40 - 10:55	Period 1 9:40 - 10:55	Period 5 9:40 - 10:55	Period 4 9:40 - 10:55	Period 8 9:40 - 10:55	Period 3 9:40 - 10:55	Period 7 9:40 - 10:55	2nd Class 9:20 - 10:35
MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	MS Pu'uhonua HS Lunch 11:00 - 11:30	6 - 12 Flex <i>(report to Pu'uhonua)</i> 10:35 - 11:20
MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	MS Lunch HS Pu'uhonua 11:30 - 12:00	6 - 12 Lunch <i>(clubs)</i> 11:20 - 11:50
Period 3 12:05 - 1:20	Period 7 12:05 - 1:20	Period 4 12:05 - 1:20	Period 8 12:05 - 1:20	Period 1 12:05 - 1:20	Period 5 12:05 - 1:20	Period 2 12:05 - 1:20	Period 6 12:05 - 1:20	3rd Class 11:55 - 1:10
Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:20 - 1:25	Passing 1:10 - 1:15
Period 4 1:25 - 2:40	Period 8 1:25 - 2:40	Period 3 1:25 - 2:40	Period 7 1:25 - 2:40	Period 2 1:25 - 2:40	Period 6 1:25 - 2:40	Period 1 1:25 - 2:40	Period 5 1:25 - 2:40	4th Class 1:15 - 2:30
PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	PLB/AP extension 2:40 - 3:10	Early release 2:30

2024-2025 ACADEMIC CALENDAR

WHERE VALUES MATTER



ISLAND PACIFIC ACADEMY

SCHOOL CALENDAR 2024-2025

JULY
4 - INDEPENDENCE DAY - **SCHOOL CLOSED**
26 - NEW PARENT RECEPTION

AUGUST

1 - FIRST DAY FOR FACULTY
5 - NEW STUDENT ORIENTATION (GR 6-12)
9 - MEET & GREET (GR K-5)
12 - FIRST DAY OF SCHOOL (GR K-12)
16 - STATEHOOD DAY - **SCHOOL CLOSED**
30 - BACK TO SCHOOL NIGHT (GR 6-12)

SEPTEMBER

2 - LABOR DAY - **SCHOOL CLOSED**
6 - BACK TO SCHOOL NIGHT (GR K-5)
13 - IPA FOUNDER'S DAY
21 - IPA HISPANIC HERITAGE FESTIVAL

OCTOBER

9 - IPA GIVES BACK (GR 6-12)
12 - FALL FAMILY MOVIE NIGHT
14 - INDIGENOUS PEOPLES' DAY - **SCHOOL CLOSED**
15-18 - FALL BREAK - **NO CLASSES**
26 - OPEN HOUSE

NOVEMBER

1 - FACULTY PROFESSIONAL DEVELOPMENT DAY - **NO CLASSES**
7-8 - PARENT CONFERENCES - **NO CLASSES (GR K-12)**
9 - GALA FUNDRAISER
11 - VETERAN'S DAY - **SCHOOL CLOSED**
14-16 - FALL PLAY PRODUCTION
27 - LA KUPUNA DAY (GR K-5)
28-29 - THANKSGIVING BREAK - **SCHOOL CLOSED**

DECEMBER

13 - HÓIKE NIGHT
20 - FIRST SEMESTER ENDS (GR K-12)
23-JAN 3 - WINTER BREAK - **SCHOOL CLOSED**

JANUARY

6 - FACULTY PROFESSIONAL DEVELOPMENT DAY - **NO CLASSES**
7 - SCHOOL RESUMES; SECOND SEMESTER BEGINS (GR K-12)
20 - MARTIN LUTHER KING JR. DAY - **SCHOOL CLOSED**

FEBRUARY

17 - PRESIDENTS DAY - **SCHOOL CLOSED**
28-MAR 1 - SPRING PLAY PRODUCTION

MARCH

10-14 - SPIRIT WEEK (GR K-12)
12 - MAKE A DIFFERENCE DAY (MADD) (GR 6-12)
17-21 - SPRING BREAK - **NO CLASSES**
26 - KŪHIO DAY - **SCHOOL CLOSED**

APRIL

4 - FACULTY PROFESSIONAL DEVELOPMENT DAY - **NO CLASSES**
11 - SPRING MUSIC FESTIVAL (GR 9-12)
16-17 - PARENT CONFERENCES - **NO CLASSES (GR K-12)**
18 - GOOD FRIDAY - **SCHOOL CLOSED**

MAY

2 - MAY DAY CELEBRATION (EARLY DISMISSAL FOLLOWING PROGRAM)

7 - ART SHOW (GR K-12)
16 - LAST DAY FOR SENIORS
22 - LAST DAY OF SCHOOL (K-11 FULL DAY OF CLASSES)
23 - IPA COMMENCEMENT
26 - MEMORIAL DAY - **SCHOOL CLOSED**
30 - LAST DAY FOR FACULTY
30 - ANNUAL GOLF TOURNAMENT

JUNE

11 - KAMEHAMEHA DAY - **SCHOOL CLOSED**
19 - JUNETEENTH - **SCHOOL CLOSED**

IPA SPECIAL EVENTS
HOLIDAYS/SCHOOL CLOSED
CAMPUS EVENT
CALENDAR SUBJECT TO CHANGE
REV. 6/28/24

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025						
S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					