ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

I Mua Me Ka Ha'aheo

2025 - 2026
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'aheo).

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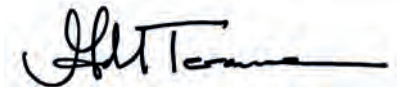
global community and instill in them the strong belief and stewardship that they can and should make a positive difference.

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

"Tell me and I forget, teach me and I may remember, involve me and I learn."
—Benjamin Franklin

Aloha IPA Families,

Welcome to a new school year at Island Pacific Academy! We are thrilled to have you as part of our learning 'ohana. Whether this is your first year or one of many, I extend my warmest aloha to you and your child.

We look forward to partnering with you in a meaningful and collaborative way to support your child's growth and success.

At IPA, our educational approach is centered on rigor, relevance, and relationships:

- Rigor ensures that all students are challenged to reach their fullest academic potential.
- Relevance connects learning to real-life experiences and student interests, making learning meaningful and engaging.
- Relationships create a foundation of trust and support, where every student feels seen, heard, and valued.
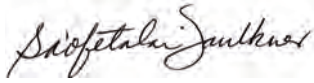
Our constructivist philosophy of education invites students to take an active role in their learning. Through hands-on exploration, inquiry, and problem-solving, students construct their own understanding and develop a strong sense of agency and purpose.

We celebrate and cultivate innovation and ingenuity across all grade levels. Students are encouraged to think creatively, take intellectual risks, and design original solutions to real-world problems. Whether it's through environmental stewardship, cultural exploration, or entrepreneurial thinking, our students engage in work that reflects curiosity, purpose, and relevance.

Just as we nurture academic growth, we are equally committed to our students' social and emotional development. Our Social-Emotional Learning (SEL) program is intentionally woven throughout the school day, teaching students how to manage their emotions, build strong relationships, make responsible decisions, and practice empathy and kindness.

Together with our dedicated faculty and staff, I am honored to support your child's learning journey. Thank you for your trust and partnership. We look forward to a year of wonder, discovery, and growth.

With warm aloha,

Mrs. Sa'ofetalai Faulkner
Elementary Principal

From the Secondary Division

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

Dear Students and Families,

It is with great pleasure that we share this greeting to welcome our new and returning students and families to the 2025-26 school year.

As we step into this year together, we do so with a shared commitment to our core values: generosity of spirit, the power of human kindness, a growth mindset, a commitment to excellence, and ingenuity. These values will guide us as we navigate learning, discovery, and community-building.

Our school's commitment to the development of the whole child- academically, socially, emotionally, and physically- is what sets Island Pacific Academy apart. This thoughtful and intentional approach ensures that students are prepared not only for college but for a lifetime of success. We are honored to work alongside a dedicated team of educators who share this belief and commitment.

At Island Pacific Academy, our educational experience is built upon the 3 R's: Rigor, Relevance, and Relationships.

Rigor is a given at Island Pacific Academy. We define rigor not by the quantity or difficulty of work but by the depth of thinking, problem-solving, and creativity students engage in. High expectations are the foundation of our approach, with students encouraged to think critically and deeply in a supportive environment that allows them to stretch their learning.

Relevance ensures that learning is meaningful and engaging. Our teachers create authentic experiences where students make connections to real-world challenges, develop creative and critical thinking skills, and learn through experimentation. These experiences help shape them into independent, imaginative problem solvers.

Relationships are at the heart of our school community. Our faculty and staff are committed to knowing each student as an individual—their strengths, learning styles, passions, and areas for growth. These relationships create a foundation of trust, respect, and care, fostering a community where students learn to resolve differences, embrace diversity, and treat others with kindness and integrity.

Students, this year is filled with promise: new friendships, exciting learning experiences, and opportunities for personal and academic growth. Whether you are a returning student or new to our school community, know that we are here to support you every step of the way.

Parents, as we embark on this exciting school year, we invite you to partner with our faculty and staff in supporting each student's academic, physical, social, and emotional development. Open and ongoing communication is key to this partnership. If you have any questions or concerns, please reach out to our dedicated teachers, counselors, support staff, administration, or us. We are all here to support and assist you, with the shared goal of making this an incredible school year.

We are excited for a wonderful school year!

With much aloha and appreciation,

Steve Ross
Secondary School Principal

Lisa Russell
Secondary Vice 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 2025-2026

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'aheo) 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
Lance Chee	Treasurer
Michael Young	Secretary
Joy Barua	Trustee
Leighton Hara	Trustee
Stacey Katakura	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 27% 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 1st. 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 maintains 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 as this indicates they are not meeting grade-level expectations by the end of the school year.
- **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 exceed 15 absences or 15 tardies during the 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.

<u>During the School Year Withdrawal</u>

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.

<u>Application Records</u>

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 support of our parents, faculty and staff, alumni and extended community.

We invite all families to support IPA in a variety of ways:

- Volunteering time and expertise
- Contributing to the Annual Fund (unrestricted or designated gifts)
- Attending and supporting school events
- Sharing contacts or information that may assist with fundraising and grant opportunities.

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 are committed to nurturing academic excellence and character development in a learning environment where values matter and every student is valued. The Annual Fund provides operational support that directly enhances your child's educational

experience at Island Pacific Academy.

Contributions help fund learning trips, update classroom tools and technology, and assists with competitive salaries that allow us to attract and retain outstanding faculty. Every gift, regardless of the amount, makes an immediate impact and supports IPA's commitment to excellence in teaching and learning.

Our Annual Fund goal is always 100% participation from parents, faculty and staff, and Board. Participation at any 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.

Most gifts to the Annual Fund are unrestricted and are used immediately to bridge the gap between tuition and the actual cost of providing a high-quality education. Contributions can be made online via credit or debit card, by cash or check delivered to the Administration Office, or as a one-time gift or through pledged payments over several months.

Island Pacific Academy is a registered 501(c)(3) nonprofit organization. All gifts are tax-deductible to the fullest extent of the law. Families are encouraged to check with their employer for matching gift opportunities. Friends and extended family may also contribute at any time.

Events: Gala Event & Golf Tournament

Island Pacific Academy hosts two major fundraising events each year, our Annual Gala and Golf Tournament, to support the Annual Fund, financial aid, and other student programs. These events are designed to bring our community together while raising essential funds that benefit all students.

Gala Event

Island Pacific Academy's Annual Gala is a celebratory evening of dining, entertainment, and auction excitement. This well-attended benefit raises critical funds to support a wide range of programs, including financial aid and the Annual Fund. A variety of corporate sponsorship levels are available, which may include a reserved table, recognition throughout the event, and acknowledgment on the school website and in printed materials. Individuals may purchase single tickets, multiple tickets, or entire tables. A portion of sponsorships and ticket purchases is tax-deductible.

Golf Tournament

Island Pacific Academy's annual Golf Tournament is a fun-filled day of golf, contests, and camaraderie in support of our students. Proceeds benefit the Annual Fund, financial aid, and student programs. The event often includes putting contests, hole-in-one prizes, and team competitions. Corporate sponsorship packages provide opportunities for visibility and client engagement, and individuals or teams are welcome to register. A portion of sponsorships and

registration fees is tax-deductible.

How Families Can Help

IPA families play a crucial role in the success of both events. You can support our efforts by sharing corporate contacts or introducing potential sponsors, donating prizes or auction items, encouraging friends and neighbors to attend, or volunteering your time and talents to help plan and execute the events. Please contact the Advancement Office to get involved or offer suggestions. We welcome and appreciate your support

Grants, Foundations and Other Gifts to the School

Each year, Island Pacific Academy applies for and receives generous support from foundations, corporations, organizations, and private donors. These contributions supplement the school's operating budget and help fund financial aid, faculty salaries and professional development, enriching programs for all students, and the ongoing maintenance and improvement of our facilities and campus.

How Families Can Support Grant Efforts

Parents can play an important role in the school's grant efforts. We encourage families to notify the Advancement Office about potential funding opportunities through their workplace—such as employee matching gifts, project-specific grants, or corporate donations. Families can also support our efforts by sharing relationships or contact information for individuals or organizations that may be potential benefactors. Occasionally, the school may ask parents to assist with letters of thanks or acknowledgment for use in grant applications and reports. Additionally, families are asked to permit the use of student photos in grant materials (see Media Policy, page 42) and may volunteer to assist with grant research (see Parent Participation, page 24).

Event formats may be adjusted as needed to ensure the health and safety of our community.

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 students must be in good academic standing to participate (C- or above).

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 2025-2026 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 Grade Level Advisory
- 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, Secondary Advisory, 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
hngethe@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 Building receptionist desk on the first floor of the three story building to sign in and 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	2:15-2:30pm	2:15-2:30pm

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 Advisory 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. If no communication is recieved about your child's absence (by way of phone call, email or in person) on the day of, your child will be marked absent unexcused.

Elementary and Secondary School Student Absences

Attending school is important to your child's success. We ask that your child not exceed 15 absences during the 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.

If students are absent from school on the day of an extracurricular activity, they may not 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.

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 15 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.

Students tardy more than 15 days will 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 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: 2:15-2:30pm for Kindergarten, 2:15-2:30pm 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.

<u>Drop Off/Pick Up Details</u>

- 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: 3:15pm (Mon, Tues, Thurs, Fri), 2:00pm (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. Before school students are not allowed to leave campus and then return (e.g., purchasing snacks at a store nearby), if so they do so at their own risk. Students must remain on campus once they are dropped off.

<u>General Morning Drop-Off Guidelines</u>

- 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	3:15pm	3:15pm
Wednesday	2:15-2:30pm	2:15-2:30pm	2:00pm	2:00pm

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 all Elementary grade levels dismissal at 2:15PM. Prompt pick-up is appreciated.

Elementary Late Pick-Up Policy: To ensure student safety and appropriate supervision after

school hours, all students must be picked up by 3:20 PM (Monday, Tuesday, Thursday and Friday) and 2:25 PM Wednesdays. Any student not picked up by this time will be signed into the Extended Day (EXD) program. Families will be charged the EXD daily drop-in fee of $35 per day for each occurrence. This fee is applied regardless of how long the student remains in EXD. We kindly ask families to plan accordingly and make every effort to pick up their child(ren) on time. If you anticipate a delay, please contact the front office as soon as possible.

Elementary Late Pick-Up Policy

To ensure student safety and appropriate supervision after school hours, all students must be picked up by 3:15 PM (Monday, Tuesday, Thursday and Friday) and 2:30 PM Wednesdays. Any student not picked up by this time will be signed into the Extended Day (EXD) program. Families will be charged the EXD daily drop-in fee of $35 per day for each occurrence. This fee is applied regardless of how long the student remains in EXD. We kindly ask families to plan accordingly and make every effort to pick up their child(ren) on time. If you anticipate a delay, please contact the front office as soon as possible.

Secondary Pick-up Procedure

Students should leave promptly after school ends at 3:15pm or 2:00pm 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. All students are expected to be in their classrooms and ready for instruction by 8:00 a.m. We encourage students who arrive after 8:00 a.m. because of appointments to provide documentation (medical note) to excuse the documented tardy.

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. Anytime a family or student requests early dismissal and plans not to return prior to 12:00 p.m., the student will be marked absent. If you plan to return, we encourage families or student to provide documentation from their appointment to avoid being marked as absent. We understand that appointments or other circumstances occur, but we encourage families to minimize interruptions to the child's school day. Please reach out to your child's school division office if further evaluation is needed to excuse this absence.

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 Early Release Pick-Up: For early dismissals, families are asked to park in the designated visitor parking stalls and report to the Elementary Office to pick up their child. If this is not feasible, families may contact the Elementary Office by phone to request that their child be escorted to the designated vehicle. All early dismissals require that the student be signed out, including the date, time, and reason for departure.

Secondary Pick-Up: Secondary students will be released to an authorized adult, who may park in designated visitor parking stalls or along the basketball court. 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.

PLB Pick-Up: Secondary students released early on PLB days must exit through the Ala Kahawai Street gate immediately following dismissal: 2:40 pm.

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. Parents can also stop by the elementary office to make a meeting request with the elementary office manager.

Grades 6-12: Students can receive additional support through PLB Office Hours or by arranging individual appointments with teachers. 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 PLB or an after-school appointment. 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. 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 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 Advisory Class). Secondary School students should coordinate celebratory arrangements with the Advisory 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. We also ask families to be mindful of student allergies when planning. Please communicate with your student's homeroom or Advisory teacher to discuss alternate options if necessary.

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 Advisory 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 Business Office 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 Useage

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 by 7:30 am to ensure they are not tardy.

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

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.

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.
2. **Reflections** (Grades 6-12): A structured process for students to reflect on their behavior patterns with an Advisory 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. **Detention:** Time spent reflecting on behavior and choices.
9. **Suspension**: Temporary exclusion from school.
10. **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, plagarism, 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**: Rpeatedly 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 89).

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 Certain behaviors warrant immediate separation from the school, either 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

School Health Requirements (Grades K-12)

Hawaiʻi State Law requires all students to meet physical examination, immunization, and tuberculosis clearance requirements before they may attend a childcare facility, preschool, or public/private school in the State.

Physical Exam

A physical examination must be completed within one year before attending a school in

Hawai'i and before the first day of your student's Grade 7 year. The physical examination must be performed by a U.S licensed physician, APRN, or PA. New students that are entering a Hawaii school for the first time must submit an updated physical examination.

Physical Examinations for Athletes are a requirement for all Grades 7-12 participating in any Island Pacific Academy athletic programs. The physical is valid 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 if you are not able to obtain one please feel free to contact the health room for further assistance.

Tuberculosis (TB) Clearance

A tuberculosis clearance is required for all students attending a school in Hawai'i. The tuberculosis clearance must be completed before the your student(s) start date and must be obtained at age of 12 months or older. For additional information regarding TB clearance requirements for school attendance, please refer to your child's health care provider or call the DOH Tuberculosis Control Branch at (808)-832-5731 or visit **health.hawaii.gov/tb**.

Immunizations

Island Pacific Academy requires that every student meets all required immunizations for Kindergarten through 12th grade. Immunizations are required for school attendance. Required immunizations depend on the age of student or grade of the student. All immunizations must meet minimum age and interval requirements between vaccine doses. List of required immunizations can be found on the **DOH website** or in the back to school packet.

School Health Compliance

In accordance with the Hawaii Department of Health (DOH) regulations, all students are required to meet specific health requirements to attend school. These include, but are not limited to: up-to-date immunizations, a physical examination (PE), and a tuberculosis (TB) clearance. To support compliance and ensure student safety, our school follows a three-tiered response system for students who are non-compliant with these requirements.

EPI 10A: Notice of Incomplete Health Requirements

- Students who have missing or incomplete health documentation (e.g., immunizations, PE, or TB clearance) will be identified and notified.

- Parents/guardians will receive notice outlining the missing requirements and instructions for compliance.

- Students in this tier may continue to attend school **temporarily** while documents are

being gathered, but are considered **non-compliant** until requirements are fully met.

EPI 10B: Notice of Provisional Entrance

- Students may be granted **provisional entrance** for incomplete health requirements and will remain until requirements are complete.
- Must complete incomplete health requirements within 90 days after notice is provided.
- Incomplete health requirements must be completed or an appointment confirmation with intention to complete requirements from your provider must be provided in order to avoid exclusion.
- Failure to meet provisional deadlines will result in exclusion.

EPI 10C: Notice of Incomplete Health Requirements for Grade 7 attendance

- Students may enter their 7th grade year provisionally until requirements are completed.
- Must complete incomplete health requirements within 90 days after notice is provided.

EPI 10D: Notice of Exclusion

- Students who fail to meet health requirements or who exceed their provisional period without compliance will be excluded from attending school until all required health documentation is submitted.
- Parents/guardians will receive formal notice of exclusion per DOH guidelines.
- Excluded students may not attend class, participate in school activities, or be on campus until full compliance is achieved.

Additional information can be found at **DOH Website**.

Daily Health Screening

Island Pacific Academy works diligently to provide a safe and healthy campus for all students. If your student is ill, we ask for parental assistance with preventing the spread of illness by keeping their student home. Sending students to school when they are ill exposes their peers to the same illness. This behavior contributes to the spread of illness and is highly discouraged.

Conditions requiring exclusion from school include but are not limited to:

- Temperature of 100°F or higher
- Vomiting or has vomited during the night
- Diarrhea
- Contagious diseases or infestations - including but not limited to scabies, impetigo, conjunctivitis, live lice (ukus), varicella (chicken pox), strep throat, influenza

Please notify office managers and health aide, via phone or email, if your student missed school or will miss school for reasons including but not limited to the list below:

- Illness for three days or more
- Physical injuries
- Surgeries
- Hospital/ER visits or admissions
- Newly diagnosed conditions
- Communicable diseases *(chicken pox, measles, conjunctivitis [pink eye], mumps, scabies, rubella, influenza, active tuberculosis, fifth disease, hand-foot-mouth disease, mononucleosis, strep throat, COVID-19)*

Return to School/Doctor's Note

For children kept home from school for three days (72 hours) or more for illness a doctor's note/physician's clearance is required to be submitted to division office managers upon their return.

Flu Viruses and COVID-19

To reduce the spread of illnesses amongst student(s) like COVID-19 or influenza-like illnesses a student must stay home from school if they are presenting the following symptoms below:

- 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

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.

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.

Illness During School & Pick Up Policy

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.

Prescription Medications for Students

A student may not keep any medications in their personal possession on campus unless appropriate medication forms have been completed and submitted to the health aide. Please review the 2025-2026 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 whether it be over the counter medication (Tylenol, Advil, allergy medicine, etc.) or prescribed for him/her by a physician, they are required have completed and submitted IPA Medication forms in order to be assisted/observed by the health aide in the administration of the medication. This policy applies for temporary medication order (antibiotics, inhalers, etc.) that need to be administered while on student is on campus. Please reach out to health aide for appropriate forms.

Completed form(s) must be submitted to the health aide 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 Procedures

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.

In the event of where emergency medical services are called for your student, parents will be notified immediately by division office managers. It is required that parents/guardians accompany the student immediately. If you are unable to attend a school representative will be appointed to accompany students in emergency transportation.

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 may include parents/guardians bringing appropriate clothes to school.

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.

Students are required to wear their student ID at all times, clipped to their collar or on a lanyard.

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. Sweatpants are not an option for bottoms.

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, slides, 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.

Students are required to wear their student ID at all times, clipped to their collar or on a lanyard.

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 or slides are not allowed, except slippers on May Day.
- Heels on shoes must not exceed 2 inches.
- Sunglasses and scarves are not allowed indoors.
- Earrings must be small enough not to catch on items and facial piercings are limited to one.
- 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 be respectful and not offensive, adhering to the Core Values.
- Accessories and visible modifications (tattoos, piercings) should be respectful and not offensive comply with the Core Values.
- Clothing must be clean and intact without stains, rips, or holes.
- Uniform shirts should not be altered.
- Leggings are permitted under shorts, skirts, pants, or dresses.

Students are required to wear their student ID at all times, clipped to their collar or on a lanyard.

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 will change into their PE uniform before class during the break.
- Students change back into their school uniform during Break, Lunch/Recess, or Passing Time.
- Students may arrive at school wearing their PE uniform if they have PE first period and leave with it if their PE class is last period of the day.
- The required PE uniform consists of an IPA logo gray shirt and solid navy athletic shorts, both available at the School Store.
- PE uniforms are not to be altered (ie. shorts can not be rolled)

Sports Uniform Policy (Grades 7-12)
- Students may wear sports uniform tops only (not bottoms) 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 Sideline Store, but these are not official uniform pieces. It can be worn for free dress days.
- 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	• Warning - student will be reminded of uniform policy • Classroom teacher will notify parent(s)/guardian(s)	• Student completes/submits a Ho'oponopono Slip
Second Infraction	• Warning - student will be reminded of uniform policy • IPA Elementary Uniform Reminder will be sent home by the classroom teacher	• Student completes/submits a Ho'oponopono Slip • **Counselor** conferences with student

Third Infraction	• IPA Elementary Uniform Reminder will be sent home by the classroom teacher • Principal will contact parent(s)/guardian(s)	• Student completes/submits a Ho'oponopono Slip • **Vice-Principal conferences** with student and calls home to bring appropriate clothes
Fourth Infraction	• Meeting with Family and Principal	• Student completes/submits a Ho'oponopono Slip • **Meeting with Family** and Vice Principal/Principal

Student and Visitor ID Badge Policy

To ensure a safe and secure learning environment for all members of the Island Pacific Academy community, the use of school-issued ID badges is mandatory for all students, faculty, staff and visitors while on campus during school hours and at school-related events.

All individuals on campus—students, staff, faculty, and visitors—must visibly wear a current, school-issued ID badge during the school day and at school-sponsored activities. This policy applies to both Elementary and Secondary Divisions. All campus visitors must check in at the front office to receive a temporary visitor ID badge, which must be worn visibly while on campus and returned upon checkout.

Elementary Division (Grades K–5)

ID badges featuring the student's name, photograph, and school year will be stored in the classroom and distributed by the teacher during morning attendance.

Students are expected to wear their ID badges visibly throughout the school day, attached to their uniforms using provided clips. Teachers will collect student ID badges at the end of each day for safekeeping and reuse.

Secondary Division (Grades 6–12)

Students will receive their ID badge at the start of the school year and are expected to carry and wear it daily.

Students must wear ID badges visibly on their person throughout the day while on campus. Secondary students are responsible for maintaining and bringing their ID badges to school each day.

Replacement Badge Fees

In the event an ID badge is lost, damaged, or not returned, the following replacement fees

will apply:

1st Replacement: $5
2nd Replacement: $10
3rd or More Replacements: $15 each

If a replacement ID is needed, please reach out to:
Elementary - Katie Metz **kmetz@ipahawaii.org**
Secondary - Kelsey Uehira **kuehira@ipahawaii.org**

Payment can be made via cash, check, credit card or billed through FACTS. For FACTS, guardian approval will need to be made before starting the replacement process and billing online.

Failure to comply with the ID badge policy may result in the following:

Administrative reminders and follow-up
Notification to parents/guardians
Possible disciplinary action for repeated non-compliance

This policy supports IPA's ongoing efforts to maintain a secure and respectful learning environment for all members of our school community.

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 presentations

happen and school-wide announcements and upcoming events are announced to students in Grades 6-8 and 9-12. In addition, the Student Council plans fun activities for the students.

Secondary Advisory

Advisory 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 Advisory program is based on four main pillars: Mindfulness, Ethos, Community, and Adaptability, all emphasizing relationship building.

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 the school van or chartered bus. For safety reasons, all students and chaperones are expected to ride the bus or van unless otherwise instructed. 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 Island Pacific Academy Where Values Matter learning trip t-shirt or the navy blue polo 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.

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.

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 ≈$110 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 Advisor teacher or the Student Activity Coordinator.
- Teachers can use the **https://climbhi.org** website to find volunteer opportunities.
- Advisorys and the Student Activity Coordinator 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 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 will require a parent to pick up device and may result in additional disciplinary measures.

Student–Athletes, Extra-curricular Activities and Academics

At Island Pacific Academy, students in Grades 6-12 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. Students must be passing all classes with a C- or above. 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 below a 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.

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 3:15 PM, or at 2:00 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 is not allowed. Students must remain on campus.

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

Philosophy of Assessment: A Learning-Centered Approach

Assessment, when done well, forms the basis of more meaningful and life-long learning. Placing assessment at the foreground of the academic experience means that learning outcomes, activities, and assignments work together to create a culture of discovery, growth, and improvement.

While assessment is used to measure and report on student growth, that is not its primary purpose. Students at IPA are not the objects of assessment, but are rather the beneficiaries of it. Students and faculty must work together as active, engaged participants, sharing equal responsibility in the learning process, and assessment exists to facilitate this learning-centered approach.

For students, assessment exists to help them understand themselves better as learners. It enables students to reflect on their own process, to engage with their own development, and to be active, responsible participants in their educational journey.

For faculty, assessment exists to help teachers understand their students better, adjust the learning process to improve student learning, and collaborate to form a complex, coherent, and integrated educational program. Rather than being a provider of knowledge, teachers should function as facilitators of learning. Teachers guide students in discovering and constructing knowledge themselves, with assessments as a critical component of this process.

Therefore, assessment at IPA is

    <u>motivational</u>: challenging students to understand their strengths and growth areas;

    <u>reflective</u>: adaptable and attentive to the needs of individual students, teachers, subjects, and situations; and

    <u>dialogic</u>: built on collaborative conversations that lead to greater outcomes, increased understanding, and long-term learning.

In addition to the material, assessment should help students develop responsibility, empathy, perseverance, and ethical decision-making.

Formative Assessment

The purpose of formative assessments at IPA is to help students track their own understanding of the material as it is being presented to them, so they can adapt and personalize their own learning. For teachers, formative assessment should be used similarly, to look for patterns within the class and modify teaching in the moment to accommodate growth.

Formative assessments should not be busy-work or boilerplate, but should provide an authentic opportunity for students to monitor their own growth and determine pathways for improvement. While comprehension is a fundamental aspect of learning, the majority of formative assessments should move beyond simple memorization or reporting to age-appropriate application and critical thinking, so that students can connect the details of their learning to broader concepts and key elements of the course.

Formative assessments should facilitate active learning: encouraging students to engage with the material actively, through discussions, problem-solving, projects, and other hands-on activities. This empowers students to take ownership of their own learning.

Summative Assessment

The purpose of summative assessment at IPA is to allow students to see their progress at the end of a unit or section measured against a quantifiable benchmark. Teachers should ensure that this benchmark is research-supported and clearly articulated to students, so that students have a clear goal to build towards.

Summative assessments, similar to formative, should not simply consist of rote memorization, but should provide students with the opportunity to apply their learning to real-world scenarios, synthesize material and concepts within and across disciplines, and reflect on their personal process. Summative assessments should make use of the higher levels of Bloom's Taxonomy - emphasizing creation, evaluation, and analysis. To this end, summative assessments should be inquiry-based, promoting curiosity by allowing students

to ask questions and explore topics that interest them, helping them develop critical thinking and problem-solving skills.

Feedback

Feedback on formative and summative assessments should support the learning-centered philosophy of grading. Students should be able to understand their strengths and weaknesses, and should be provided with clear pathways to improve against the measurable outcomes and benchmarks of the course. Feedback, like assessments themselves, should be motivational, reflective, and dialogic.

Feedback should also include self-assessment, peer-assessment, and reflection throughout the process. Self-assessment fosters metacognitive awareness, helping students understand their own learning processes and set personal goals, while peer feedback promotes collaboration, communication, and the ability to critically analyze work.

Inclusivity and Differentiation

Assessment, both formative and summative, should be student-centered and personalized. All students should be able to access the material in ways that suit their learning styles, as long as the stated benchmarks and outcomes remain consistent. To this end, teachers should use multiple means of assessment (projects, presentations, portfolios, exams, etc.) to allow students to demonstrate understanding in different ways.

Learning opportunities and assessment should be accessible and culturally relevant to all students, considering their diverse backgrounds, learning needs, and barriers to access.

Homework Policy

At Island Pacific Academy, we recognize the value of homework in promoting a positive learning attitude in each child, fostering curiosity and engagement in the material. It offers an opportunity to practice classroom-taught skills, reinforce knowledge, and prepare for future lessons. Additionally, homework can extend classroom discussions and encourage independent learning. Homework is not meant to be punitive, rather it is an opportunity to enhance and engage with one's own 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.

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 familial 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.

In case of unplanned absence, students will be given additional time to complete assignments. For planned absences, such as family trips, students should create a plan for completion with individual teachers. It is the student's responsibility to communicate with the teacher regarding all missed assignments, and students must be proactive in this. Information about late work policies will be provided in class syllabi, as individual teachers/departments have specific requirements and consequences for late submissions.

Students requesting modifications to assignments, such as extensions, should do so before the assignment is due, and must communicate in advance with teachers to collaborate on a plan. Such requests will be addressed by teachers on a case by case basis.

Assignments will be posted on Google Classroom, and families are encouraged to check their student's classrooms 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).

Responsibility

Homework is an important way to help a student become involved in and responsible for their 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.

Academic Honesty Policy

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. Because of this, 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, as 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.

Levels of Academic Dishonesty and Possible 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.

Level 1

Examples may include:

- Copying answers from a classmate's homework or classwork.
- Sharing a small part of an assignment with another student.
- Unauthorized use of simple resources (e.g., notes on an in-class assignment).

Possible Consequences:

- First offense: Warning and opportunity to redo the assignment for partial credit.
- Second offense: Zero on the assignment, meeting with counselor, parent notification, and reflection essay on academic honesty.
- Third offense: Detention and zero on assignment; meeting with counselor, parents and VP

Level 2:

Examples may include:

- Plagiarism and/or misrepresenting AI writing as own work on a small portion of a written assignment.
- Copying significant portions of homework or classwork from another student.
- Use of unauthorized resources on a quiz or test (e.g., looking at a peer's paper, small cheat sheet).

Possible Consequences:

- First offense: Zero on the assignment or test, meeting with teacher and counselor, parent notification
- Second offense: Zero on the assignment, conference with teacher, counselor, VP and parent, and detention.
- Third offense: In-school suspension and disciplinary action on the student's record.

Level 3:

Examples may include:

- Plagiarizing and/or misrepresenting AI writing as own work on large portions or

entire assignments, projects, or essays.
- Use of technology (phones, smartwatches) to cheat on a major exam.
- Sharing exam questions with classmates in different periods
- Falsifying or altering academic records, such as grades or test scores.
- Cheating on standardized tests or final exams.

Possible Consequences:

- First offense: Automatic zero on the exam or project, parent notification, and meeting with Parent, Counselor and VP.
- Second offense: In-school suspension or out-of-school suspension, permanent note on academic record.
- Third offense: Potential expulsion, long-term suspension, or further disciplinary measures as determined by the school administration.

Identification

It is in the best interest of the students, families, and community of IPA for instances of academic dishonesty to be identified and dealt with. Faculty can and will use multiple methods at their disposal to identify cheating, plagiarism, or misrepresentation; however, situations of academic dishonesty cannot always be quantitatively proven, and in these cases weight of evidence and teacher expertise will be valued in the process.

Restorative Measures

Students may be asked to:

- Attend academic integrity workshops.
- Write an explanatory letter or essay reflecting on the importance of honesty.
- Complete alternative assignments to demonstrate understanding of material (for certain levels and offenses).

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.

<u>Supporting Academic Success</u>

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.

Academic Probation

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

<u>End of First Semester (Grades 6-12)</u>**:** 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.

<u>End of Second Semester (Grades 6-11):</u> 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.

Major Assessments

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

Semester Exams: Semester exams are administered by the class teacher within the normal class meeting times.

AP Exams: 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.

Makeup AP Exams: There is a provision for a makeup day for AP Exams in the event of illness or scheduling conflicts.

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.

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 or schduled exams.

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

If a student does not demonstrate the achievement of required benchmarks for progression to the next grade level, Island Pacific Academy may 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 a 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 - 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 students, families, employees, contractors, partners, visitors, and agents of Island Pacific Academy (IPA) (hereafter referred to as "Users"). It governs the use of IPA's technology resources, which include, but are not limited to, hardware, software, websites, applications, proprietary systems, data, email, network connections, and other technology (collectively referred to as "Technology").

Purpose of AUP

The purpose of this Acceptable Use Policy (AUP) is to protect the IPA community from risks associated with misuse of technology, both intentional and unintentional. IPA's Technology infrastructure is intended for educational use, and this policy establishes the guidelines for using these resources responsibly. IPA reserves the right to monitor, review, and regulate all technology-related activities on campus or during IPA-related activities, including activities on school-issued devices. Violation of this policy may lead to disciplinary action at IPA's discretion.

Parents and legal guardians are encouraged to review the Acceptable Use Policy (AUP) alongside their child and sign the Technology Acceptable Use Agreement (TUA). The TUA should be returned to the child's school by the specified deadline. By signing the TUA, parents and students acknowledge their understanding and agreement to adhere to all rules, regulations, and guidelines concerning IPA-owned or leased devices, networks, and internet services. This policy and any guidelines may be modified or expanded by IPA as necessary.

Educational Use of Technology

IPA's Technology resources are provided primarily to support educational purposes. These include, but are not limited to, academic activities, distance learning, blended learning, communication with teachers, and research. Users are expected to use technology responsibly to enhance learning and educational achievement, adhering to guidelines established by IPA.

IPA reserves the right to monitor all Technology-related activity at any time. Any violations of this policy may result in disciplinary actions determined by IPA's Administration.

Online Educational Services

Students may be given assignments through online educational services, such as Google Apps for Education, Google Classroom, Microsoft Office 365, and Apple Classroom. Access to these sites is monitored by IPA to provide a safe and secure learning environment for students.

After obtaining parent consent, IPA will create student email addresses, login credentials (e.g., usernames and passwords), and/or online profiles to allow students to access certain sites/services; however, these addresses, credentials, and profiles will only be used for the purpose of school assignments.

Account Access and Security

Users are responsible for maintaining the confidentiality and security of their access credentials. Sharing login information or using another user's account is strictly prohibited. Misuse of access credentials may result in disciplinary action.

Protection of Confidential Information

IPA is committed to safeguarding confidential information, such as personal addresses, photos, and Social Security numbers. Users are responsible for securing their devices when not in use and following proper procedures for disposing of sensitive information. All users must avoid sharing or storing sensitive information in an unsecured manner.

Proactive Safety Measures

IPA employs proactive safety measures to ensure a secure digital environment. Technology systems are in place to block harmful content and detect security threats. Any flagged technology resource may be reviewed to determine if it serves an educational purpose. If a resource is determined to pose a risk, access may be restricted.

1-to-1 Device Program

IPA's 1-to-1 Device Program provides students with devices for educational purposes. The devices issued under this program are:

- Apple iPad with iPad Case (Grades K-8)
- MacBook Air (Grades 9-12)

Devices also include accessories such as power adapters, lightning cables, USB-C cables, and device management licenses.

Acceptance of 1-to-1 Device

Upon receiving their assigned device, Users must inspect it for any visible damage. Any issues should be reported to IPA before accepting the device. Users are expected to care for their devices and ensure they are in good working order.

Returning Device

At the end of the school year, all school-issued devices and accessories, such as laptops, iPads, and chargers, are to be returned to the Tech Department for check-up and servicing. This routine maintenance ensures the devices are operating at their optimum level for the upcoming school year.

User Responsibilities

- **Charging:** Users are responsible for ensuring their devices are charged and ready for use during school hours.

- **Responsibility for Damage:** Users are responsible for covering the cost of repair or replacement for any damage to the device, regardless of fault. This includes accidental damage and malfunctions.

- **Fee Structure for Students (Users):**

  ◦ **First Offense:** A flat fee of $50 will be charged for the first instance of damage. The Business Office will send an invoice to the Parent/Guardian of the Student via the FACTS account.

  ◦ **Subsequent Offenses:** For any additional damage incidents, the user will be responsible for the full cost of repair or replacement, including associated expenses such as shipping, repairs, and Jamf-related services. The Business Office will send an invoice to the Parent/Guardian of the Student via the FACTS account.

- **Lost or Stolen Devices:** If a device is lost or stolen, the user must immediately notify IPA. Replacement charges, including taxes and shipping fees, will be assessed and invoiced to the Parent/Guardian via the FACTS account.

- **Personal Technology:** Any personal technology used with IPA-issued devices must be maintained in good working order, and users are responsible for their personal devices.

- **Device Modifications:** Users are prohibited from altering the physical appearance of their devices with stickers, tape, or any permanent markings. Any unauthorized modifications may result in repair charges.

Conditions of Use

IPA's Technology resources are to be used responsibly and respectfully. The technology provided is a tool to facilitate learning and should not be used for personal entertainment, gaming, or activities that disrupt the educational environment. Before distribution, IPA ensures that devices and software are functioning properly. Users are responsible for any damages that occur after acceptance of the device.

Student Technology Responsible Use Guidelines

Students are required to adhere to the following guidelines to ensure safe, respectful, and responsible use of IPA's technology resources:

- **Device and Application Use**
  Use the assigned device and applications responsibly, and in compliance with this Acceptable Use Policy (AUP) and the IPA Student Code of Conduct. Students must not misuse or damage IPA-issued devices.

- **Online Identity Integrity**
  Never impersonate others online (e.g., teachers, students) in virtual learning platforms like Zoom or Google Meet. Students should represent themselves accurately in all online interactions.

- **Personal Information Protection**
  Keep personal information private. Students should never share their login credentials or personal data with others.

- **Device Sharing Restrictions**
  No sharing of devices between students unless specifically provided by IPA for educational purposes.

- **Apple IDs (Managed Accounts)**
  No personal Apple IDs (Apple Accounts) or Family Managed Apple Accounts should be logged into IPA school-issued devices. Adding school-issued devices to family-managed Apple accounts can result in the school-issued device being blocked from our Mobile Device Management System. If IPA is unable to reset the device because a personal or family-managed account is found on it, the student and their guardians may be charged for the replacement of the device. IPA's school-issued devices should only be logged into IPA Managed Apple Accounts, which are linked to each student's Google Account.

- **Cyberbullying Prevention**
  Students are prohibited from engaging in cyberbullying or using IPA Technology to harm others online. Any incidents of harassment or bullying must be reported immediately to a teacher, counselor, or administrator.

Adherence to Community Guidelines

All online activity must adhere to IPA's community guidelines, including the IPA 5-Agreements. This includes treating others with respect and engaging positively in digital spaces.

Online Environment Expectations

IPA emphasizes the importance of Digital Citizenship. Students should exhibit respectful behavior in all online communications, whether participating in virtual classes, completing assignments, or engaging in other online activities. This includes demonstrating the skills necessary to be responsible digital citizens who contribute to a safe, positive, and inclusive online community.

IPA's Technology Department reserves the right to monitor and review the online activity of students using IPA-issued devices to ensure compliance with this policy.

Parental/Guardian Responsibility

Parents and guardians are responsible for overseeing their students' online activity. While IPA may monitor student usage, this does not replace the need for active parental involvement in ensuring students' safe and responsible use of technology.

Harassment Reporting

If a student experiences harassment, feels unsafe, or witnesses inappropriate behavior online, they or their guardian should immediately report it to a teacher, counselor, or administrator. Harassment includes but is not limited to:

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

Accountability

Students are expected to be accountable for their actions online. Violations of the policy will result in disciplinary action and may lead to the suspension of technology privileges. Students should:

- Never impersonate others or post anonymously online.
- Use only their assigned username and password.
- Refrain from publicly sharing personal contact information.
- Avoid downloading, transmitting, or posting content that violates this AUP.

Inappropriate Behavior

Inappropriate online behavior includes but is not limited to:

- Insults, harassment, or attacks on others.
- Use of obscene, profane, or offensive language.
- Posting defamatory or harmful content.
- Disrupting virtual class sessions with inappropriate language, images, or behavior.
- Violating the dress code during online meetings.
- Streaming or recording class sessions without prior consent from the instructor.

IPA Network Etiquette

IPA encourages students to engage in proper online behavior (netiquette) by:

- Using respectful language and avoiding sarcasm or offensive remarks.
- Being constructive, positive, and polite in communication.
- Respecting the privacy of others and avoiding sharing private messages or information without consent.

Academic Integrity

IPA is committed to fostering an environment of academic excellence. Students must uphold the highest standards of academic integrity by:

- Avoiding plagiarism.

- Properly citing sources and references.
- Never engage in cheating or academic dishonesty.

Violations of academic integrity will be handled in accordance with IPA's Academic Dishonesty Policy, which may include disciplinary actions such as suspension or expulsion.

Google Workspace for Education & IPA Digital Tools

At Island Pacific Academy (IPA), we empower student learning through Google Workspace for Education and a curated suite of IPA Digital Tools. This section outlines how we utilize these powerful resources to enhance student educational experience, ensuring a safe, collaborative, and effective digital environment.

What is Google Workspace for Education?

Google Workspace for Education is a suite of Google tools that empower schools to secure their learning environments. IPA-managed Google Workspace for Education accounts provide access to essential online tools specifically designed for learning.

These "Core Services" include:

- **Google Classroom**: a central hub for assignments, announcements, and teacher communication.
- **Google Drive & Docs, Sheets, Slides:** Collaborative tools for creating and sharing documents, presentations, and spreadsheets.
- **Google Calendar:** To help users organize their schedule and keep track of deadlines.
- **Gmail:** For school-related communication, with specific access levels based on student grade (see below).
- Cloud Search, Google Chrome Sync, Google Vault, Keep, Tasks.

Beyond these core tools, students may also have access to "Additional Services" like YouTube and Google Maps for educational purposes, as well as other approved third-party digital tools that support our curriculum. IT and School Administrators enable access to these third-party services and authorize the disclosure of data as requested by them.

Google Account Access by Grade Level

To ensure age-appropriate functionality and safety, Google account access, especially for email, is tailored by grade level:

- **K-3 Google Account:**
  - No Email Access.
  - Primarily uses Google Classroom for activities.

- **4-5 Google Account:**
  - No outbound Email Access (revokes ability to send emails to entities outside of the ipastudent.org domain).

- ◦ Email exchange between students fully disabled.
- ◦ Can only receive emails from Administrators and Teachers.
- ◦ Uses Google Classroom.

- **6-10 Google Account:**
  - ◦ No outbound Email Access (revokes ability to send emails to entities outside of the ipastudent.org domain).
  - ◦ Email exchange with K-5 students disabled.
  - ◦ Can send and receive emails from Administrators, Teachers, and Approved Domains.
  - ◦ Uses Google Classroom.

- **11-12 Google Account:**
  - ◦ Outbound Email Access fully enabled (allows students to email entities outside of the ipastudent.org domain).
  - ◦ Email exchange with K-5 students disabled.
  - ◦ Can send and receive emails from Administrators, Teachers, and Approved Domains.
  - ◦ Uses Google Classroom.

Student Privacy and Data Security

Student privacy is paramount. This policy describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

When creating a student account, Island Pacific Academy may provide Google with certain personal information, including your name, school email address, and password. When students use Google's core services, Google also collects information based on the use of those services.

This includes:

- **Account information**: Student name and email address.

- **Activity while using the core services:** Viewing and interacting with content, people with whom users communicate or share content, and other details about usage of the services.

- **Settings, apps, browsers & devices:** Information about user settings and the apps, browsers, and devices used to access Google services. This includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the interaction of user apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.

- **Location information:** Google collects information about user location as determined by various technologies such as IP address and GPS.

- **Direct communications:** Google keeps records of communications when users provide feedback, ask questions, or seek technical support.

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the Google Privacy Policy:

Activity while using additional services: Terms users search for, videos watched, content and ads users view and interact with, voice and audio information when using audio features, purchase activity, and activity on third-party sites and apps that use Google services.
Apps, browsers, and devices: Information about apps, browsers, and devices described above in the core services section.

Location information: Information about user location as determined by various technologies, including: GPS, IP address, sensor data from a device, and information about things near the device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data collected depend in part on your device and account settings.

How does Google use this information?

In Google Workspace for Education Core Services: Google uses student personal information primarily to provide the core services that schools and students use. It's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services you request; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations.

In Google Additional Services: Google may use the information collected from all Additional Services to deliver, maintain, and improve services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes. Some additional services show ads; however, for users in primary and secondary (K-12) schools, the ads will not be personalized ads, which means Google does not use information from student accounts or past activity to target ads. However, Google may show ads based on general factors like user search queries, the time of day, or the content of a page read.

Can my child share information with others using the Google Workspace for Education account?
We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google except in the following cases:

With our school: IT and School Administrators will have access to your student's information. For example, they may be able to view account information, activity, and statistics; change your student's account password; suspend or terminate your student's account access; access your student's account information to satisfy applicable law, regulation, legal process, or enforceable governmental request; restrict your student's ability to delete or edit their information or privacy settings.

For external processing: Google will share personal information with Google's affiliates and other trusted third-party providers to process it for us as Google instructs them and in compliance with our Google Privacy Policy, the Google Cloud Privacy Notice, and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation, or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

Our Managed Digital Environment

To ensure a focused and secure learning experience, Google accounts and the Chrome browser used on school devices are managed by IPA.

This means:

- **School-Configured Policies:** IPA can enforce safe search filters, block harmful/ mature content, and restrict access to non-educational websites (e.g., social media, gaming). Extensions and apps can only be installed with IT/admin approval.
- **Single Sign-On (SSO) Integration:** You can log in to Chrome with your IPA Google Workspace account, syncing bookmarks, history, and settings only across school-managed devices.
- **Activity Monitoring & Compliance:** Browse history and downloads may be audited by IPA to ensure adherence to the Acceptable Use Policy (AUP). Attempts to bypass restrictions (e.g., proxy sites, incognito mode) may trigger alerts.
- **Enhanced Security:** Automatic updates and malware protection are enforced. Phishing/scam sites are blocked via Google's Safe Browse tools.
- **Limited Personalization:** You cannot fully customize Chrome themes or sync personal data (e.g., private Gmail accounts).

Why It Matters for Students

This ensures student safety by blocking harmful/distracting content, helps students focus

by limiting non-educational browsing during school hours, protects student privacy by preventing unauthorized data collection by third parties, and ensures consistency by providing equal access to tools on any school device. (Note: Personal devices using non-managed Chrome Browsers won't have these restrictions, but logging into your IPA Google account on them may sync some school policies.)

Key Usage Guidelines & Responsibilities

All IPA Google Workspace accounts are for educational use only.

This includes:

- Accessing Google Classroom for assignments and resources.
- Collaborating on Google Docs, Sheets, Slides, and Drive for school projects.
- Communicating with teachers and peers via Gmail (as permitted by school policies).
- Utilizing other approved educational apps (e.g., Google Meet, Sites, or Jamboard).
- No installation of third-party apps or extensions on IPA Managed Chrome Browser, such as VPNs, gaming extensions, or AI extensions that are not included in IPA's list of acceptable tools.

Data Privacy & Compliance

The school retains the right to review account activity to ensure appropriate use.

Restrictions & Prohibited Activities

- No personal or commercial use (e.g., personal emails, non-school-related storage).
- No inappropriate content (e.g., cyberbullying, copyrighted material, or harmful files).
- No unauthorized sharing of school documents outside the organization.

Account Lifespan and Consequences

Student accounts will remain active while they are enrolled at Island Pacific Academy. Upon graduation or withdrawal, accounts may be archived or deactivated per school policy. Misuse may result in temporary suspension of account access, disciplinary action, or permanent revocation, depending on the severity. By providing these accounts, Island Pacific Academy empowers students with digital tools while ensuring a safe, productive, and accountable online learning environment.

Island Pacific Academy's Digital Learning Environment

Island Pacific Academy's curriculum is centered around Google Workspace and Google Classroom. These platforms act as central hubs for assignments, collaborative projects, and communication between students and teachers. They enable us to provide a dynamic and interactive learning experience, equipping students with essential digital literacy skills for both their academic and future success.

Additionally, to enhance educational experiences and teach students about safe and effective online practices, Island Pacific Academy utilizes several contracted Essential Digital Tools, authorized Supplementary Digital Tools, and Digital Resources. A digital tool is defined as any interactive website, application (app), or software that requires an account with a username and password.

- **Essential Digital Tools** are digital tools that IPA considers necessary to deliver educational programs and operational services that support the goals of the system.

- **Supplementary Digital Tools** are digital tools that IPA authorizes to be used as supplementary (non-essential) enrichments to students' educational experience.

- **Digital Resource** - Online educational resources that do not require an account to use, or are only for teachers' use.

These essential and supplementary tools, which may be directly integrated with your Google Workspace account, are carefully selected to support our educational programs and services.

IPA Digital Tools Approved/Not Approved Master List

User Consent

By signing the Student/Parent Handbook, I authorize Island Pacific Academy (IPA) to maintain a school-managed Google Workspace account for my child. This school-managed account will provide access to core educational tools (such as Google Classroom, Drive, and Gmail) through a school-managed web browser, while allowing Google to collect, use, and disclose my child's information as outlined in the Google Workspace Privacy Notice.

With IPA's approval, my child may also use this account to log in to approved third-party Essential Digital Tools and Supplementary Digital Tools. I understand this is a school-managed account (not a personal Google account) and that IPA monitors usage to ensure compliance with school policies and privacy laws. I acknowledge the school's right to restrict access to services that violate safety or educational guidelines.

Frequently Asked Questions (FAQ) Regarding Google Workspace for Education and Student Google Accounts

Q1: Why does Island Pacific Academy use Google Workspace for Education (including Google Classroom)?
A1: Our curriculum at Island Pacific Academy is thoughtfully designed to leverage the collaborative and interactive features of Google Workspace for Education, with Google Classroom serving as a foundational platform. This suite of tools enables our teachers to deliver dynamic lessons, facilitate collaborative projects, provide timely feedback, and enhance communication with students. It prepares our students with essential 21st-century digital literacy skills crucial for their academic success and future endeavors.

Q2: What is Google Workspace for Education, and what does my child have access to?

A2: Google Workspace for Education is a collection of online tools and services provided by Google specifically for educational institutions. When your child has an Island Pacific Academy Google Workspace account, they will have access to tools such as Google Classroom, Docs, Sheets, Slides, Drive, Calendar, and Gmail (for school-related communication only, not personal email). These tools are used solely for educational purposes within our school environment.

Q3: How is my child's privacy protected within Google Workspace for Education?

A3: Island Pacific Academy is committed to protecting your child's privacy. Google Workspace for Education services are governed by a specific privacy policy that states student data is not collected or used for advertising purposes. Google only collects, uses, and discloses information about your child for educational purposes as described in the Google Workspace Privacy Notice. As the administrator, Island Pacific Academy configures settings to maximize student privacy and controls access to other third-party applications.

We encourage you to review the Google Workspace for Education Privacy Notice at (https://workspace.google.com/terms/education_privacy.html), the Google Privacy Policy at (https://www.google.com/intl/en/policies/privacy/), and the Google Cloud Privacy Notice at (https://cloud.google.com/terms/cloud-privacy-notice).

Q4: Will Google use my child's data for advertising or build a profile on them?

A4: No. Google's privacy policy for Google Workspace for Education explicitly states that student data in core services (like Classroom, Gmail, Calendar, Docs, Drive, Sites, etc.) is not used to target advertisements to students. Google also commits to not building advertising profiles on students based on their usage of these services.

Q5: Who has access to my child's Google Workspace account and data?

A5: Access to your child's Google Workspace account and data is primarily limited to your child, their teachers, and authorized Island Pacific Academy IT staff for educational support and administrative purposes. All access is strictly controlled and monitored to ensure data security and privacy.

After you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting your child's school Administrator. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely.

Q6: What happens if I choose not to give consent for my child to have a Google Workspace account?

A6: While we understand and respect parental choices, please be aware that opting out would significantly impact your child's ability to fully participate in Island Pacific Academy's curriculum. As Google Classroom is central to our educational delivery, students without an account would miss out on:

- Accessing and submitting assignments online.
- Collaborating on projects with classmates.
- Receiving important announcements and feedback from teachers.

Using essential digital tools is taught as part of our curriculum. We would be happy to discuss your specific concerns and explore any potential accommodations, but it's important to understand the substantial limitations this would place on your child's learning experience within our Google Classroom-based environment.

Q7: How can I monitor my child's activity on their Google Workspace account?

A7: We encourage parents to engage with their child about their online learning. Your child can show you their Google Classroom, assignments, and Google Drive files. For specific concerns, please contact your child's teacher or the school administration. We strive for open communication between home and school regarding your child's educational progress.
You and your child can also visit https://myaccount.google.com while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

Q8: What if I have more questions or concerns?

A8: Please do not hesitate to contact your School Administrator, the Education Technology Coordinator at EdTech@ipahawaii.org, or the Tech Department at ipasupport@ipahawaii.org. We are here to address any further questions you may have.

Further Reading:

Google provides extensive information about its data handling. We encourage you to review these resources:

Google Workspace for Education Privacy Notice: (**https://workspace.google.com/terms/education_privacy.html**)

Google Privacy Policy: (**https://policies.google.com/privacy**)

Google Cloud Privacy Notice: (**https://cloud.google.com/terms/cloud-privacy-notice**)

The Core Google Workspace for Education services are provided to us under the Google Workspace for Education Agreement at (**https://www.google.com/apps/intl/en/**

terms/education_terms.html) and the Cloud Data Processing Addendum at (**https:// cloud.google.com/terms/data-processing-addendum**).

IPA Guidance on the Use of AI

Island Pacific Academy is committed to preparing our students for success in a technology-driven society. Artificial intelligence (AI) is making its rapid emergence in all industries, including education. Students and teachers are already interacting with AI – from Siri to Grammarly to ChatGPT. As the use of AI continues to grow, it has become essential for students to know how to properly navigate. This document guides our IPA community on the appropriate, ethical, and responsible use of AI, particularly Generative AI (also known as Gen AI).

Understanding Generative AI

The International Society for Technology in Education (ISTE) defines AI as "… a branch of computer science aimed at creating machines that mimic human intelligence…" and is "… used to perform tasks that usually require human thought like understanding language, recognizing patterns, or making decisions" (ISTE, n.d.). Generative AI refers to software tools that use large amounts of data called Large Language Models (LLM) to generate customized content, such as text, videos, and images, based on patterns they have learned from their training data. Examples of Generative AI are ChatGPT, Gemini, Copilot, AI tutoring programs, and virtual assistants. While these tools are helpful and often make useful suggestions, Generative AI is designed to make predictions, which may not always be right. The output can be inaccurate, misleading, or incomplete.

What Generative Is and What It Is Not

Generative AI is...	Generative AI is <u>not</u>...
...a tool that enhances teaching and learning	...a replacement for teachers
… included in many applications that teachers and students are already using	… the best source for factual information
… developed by humans, thus reflecting their values and bias	… always accurate in the information it provides
… an algorithm called Large Language Models (LLM) that generates customized content based on the user's specifications	… perfect and its output should be evaluated for accuracy and bias

AI in IPA's Student/Parent Handbook - AI Policy

The development and use of AI technologies continue to evolve in our society. AI can be a helpful educational tool that can make learning more engaging and interactive when used

appropriately. With this new tool, students' use of AI must adhere to the IPA's Academic Honesty policy and Acceptable Use Policy. The school reserves the right to review technology use to ensure compliance with academy honesty standards.

Just like many applications and websites, most AI tools have age restrictions. Applications like ChatGPT require parental or legal guardian content for users between the ages of 13 and 18 years old. Be sure to read the application's or website's terms and conditions for information on age restrictions and data privacy.

AI and Academic Honesty

AI is a tool that assists students in their learning but does not replace learning. The purpose of education is to teach and help students develop the academic and soft skills they need to be successful when they graduate. Students should avoid using AI as a way to bypass learning and understanding the concepts that are taught by their teachers and using AI to avoid doing the work themselves.

Students should complete assignments on their own. AI should not be used to complete assignments, tests, or graded work. AI-generated content should not be presented as a student's work, except as expressly permitted in a collaborative, teacher-guided context. Misuse of AI is considered cheating and is a violation of IPA's Academic Honesty Policy.

Consequences of Misuse of AI and Academic Dishonesty

The consequences of academic dishonesty, including the misuse of AI to submit assignments that are not their own, may include:

- No credit for the assignment
- An impact on their overall grade
- Detention or suspension for repeated offenses
- A meeting with the Vice Principal and/or Principal
- A meeting with parents and families to discuss the situation and reinforce expectations

Cyberbullying and the Use of AI

Employing AI tools to create, share, or amplify content intended to bully, harass, or harm others constitutes a serious violation of school policies and can have severe social and emotional impacts on victims. Ways people use AI to harm others include deepfakes and fake messages created by AI.

A **deep fake** is a type of media, usually video or audio, that has been artificially created or altered using artificial intelligence (AI) and machine learning techniques to impersonate or fabricate a person's likeness, voice, or actions. They can be used to create realistic but fake content, often making it appear that someone said or did something they never actually did.

Creating or distributing AI-generated deep fakes of students or faculty, particularly sexually explicit content involving minors, is strictly prohibited. Such actions can cause significant

social and emotional harm to individuals and are often illegal. Students found engaging in this behavior may face severe disciplinary measures, including suspension or expulsion, in accordance with school policies and applicable laws.

Guiding Principles for AI Use

The principles that guide the safe and appropriate use of AI are aligned with IPA's Core Values and Five Agreements.

IPA's Core Values	Five Agreements
Power of Human Kindness	Aloha
Generosity of Spirit	Kuleana
Growth Mindset	Ho'olohe
Commitment to Escellence	Mālama
Ingenuity	Pono

IPA uses AI to help teachers and students achieve their goals. AI is a tool that is used to enhance student learning, increase teacher productivity, and streamline school operations.

IPA adheres to its policies and state and federal regulations. The use of AI at IPA aligns with IPA's policies and procedures that safeguard student privacy and protect against harmful content. IPA does not share personally identifiable information (PII) with AI tools and will evaluate future technologies for any issues in compliance.

IPA trains its teachers and students on the proper use of AI. AI literacy is essential to ensure the responsible and appropriate use of AI at IPA. AI literacy includes discussing the benefits and risks, learning how it works, and identifying when AI could be used. Teachers and students will receive training and support to develop their AI skills. IPA will support its teachers with the implementation of AI usage in their classrooms.

IPA promotes critical thinking among teachers and students in their use of AI. While AI tools can make recommendations and create texts and images from prompts, AI outputs are not always accurate and may contain information that is biased. Students will gain the critical thinking skills needed to analyze AI outputs for misinformation and bias through digital and media literacy.

I**PA maintains the expectation of academic integrity.** Academic integrity continues to be an expectation for teachers and students with the use of AI. Sources and the use of AI tools should be properly cited, and any work presented or submitted should be original unless otherwise instructed.

IPA is committed to evaluating and auditing the use of AI. Like any new technology, AI is always evolving. IPA will continue to stay up-to-date as there are advancements in technology, including AI, and review and update its policies, procedures, and practices.

Responsible Use of AI

The responsible use of AI will vary among teachers and students. Teachers will communicate with students and parents about if, when, and how AI tools will be used. IPA will ensure compliance with state and federal regulations regarding student data and privacy.

Here are some examples of responsible uses of AI in a K-12 school setting:

Student Learning

- **Research Assistance:** Using AI-powered search engines and research tools to gather information, summarize content, and generate ideas for projects and assignments
  Responsibility: IPA encourages students' critical thinking by verifying AI-generated information from credible sources and citing appropriately.

- **Writing Support:** Utilizing AI for grammar and spell checks, as well as for suggestions on sentence structure and vocabulary enhancement
  Responsibility: IPA ensures that students understand the importance of original thought and do not rely on AI to generate entire essays or projects.

- **Personalized Learning:** Engaging with AI-driven educational platforms that adapt to individual learning paces and styles, offering customized exercises and feedback
  Responsibility: IPA helps students balance AI use with teacher guidance to ensure a well-rounded educational experience.

- **Creative Projects:** Leveraging AI for creative tasks like generating artwork, music, or story ideas, which can inspire students in their artistic endeavors
  Responsibility: IPA encourages students to use AI as a tool for inspiration and not as a replacement for their creativity.

- **Language Learning:** Using AI-powered language translation and speech recognition tools to aid in learning new languages and practicing pronunciation
  Responsibility: IPA emphasizes the importance of practice and real-world application beyond AI tools.

- **Accessibility:** Employing AI tools that support students with disabilities, such as text-to-speech, speech-to-text, and other assistive technologies
  Responsibility: IPA ensures that these tools are used to enhance learning and participation, not as shortcuts.

- **Problem Solving and Critical Thinking:** Engaging with AI tools that offer puzzles, games, and scenarios designed to enhance critical thinking and problem-solving skills
  Responsibility: IPA encourages students to approach challenges with a problem-solving mindset and not simply seek AI-generated answers.

- **Data Analysis:** Analyzing data for science projects or other research assignments

using AI tools that can process and visualize data effectively
Responsibility: IPA teaches students to interpret AI-generated data critically and to understand the context of their analysis.

- **Collaboration and Communication:** Using AI tools that facilitate communication and collaboration, such as AI-driven platforms for group projects or discussion forums
  Responsibility: IPA promotes respectful and responsible communication, with AI tools supporting but not replacing human interaction.

- **Ethics and Digital Citizenship:** Learning about AI ethics, including privacy, data security, and the social implications of AI, to become responsible digital citizens.
  Responsibility: IPA encourages students to think about the ethical implications of AI and to use technology in ways that are fair, inclusive, and beneficial to society.

Teacher Support

- **Personalizing Instruction:** Utilizing AI-driven platforms to analyze student performance data and tailor instruction to meet individual learning needs
  Responsibility: IPA teachers balance AI recommendations with professional judgment to ensure personalized learning plans are developmentally appropriate and effective.

- **Grading and Feedback:** Using AI tools to assist with grading, especially for multiple-choice, short answer, or basic essay questions, and to provide immediate feedback to students
  Responsibility: IPA teachers ensure that AI is used to supplement, not replace, personalized feedback, and review AI-generated grades for accuracy and fairness.

- **Lesson Planning:** Employing AI to generate lesson ideas, resources, or differentiated activities based on student needs and curriculum standards
  Responsibility: IPA teachers can customize AI-generated content to align with specific classroom goals, ensuring that materials are culturally and contextually appropriate.

- **Administrative Tasks:** Automating routine administrative tasks such as attendance tracking, scheduling, and communication with parents and students
  Responsibility: IPA teachers monitor AI tools to ensure data accuracy and student privacy and maintain human oversight in communications and decision-making processes.

- **Supporting Diverse Learners:** Leveraging AI to support diverse learners, including English language learners, students with disabilities, and those with different learning styles
  Responsibility: IPA teachers ensure that AI tools are used to enhance inclusivity and accessibility, with consideration of each student's unique needs.

- **Collaboration and Communication:** Using AI-driven tools to facilitate collaboration among teachers, share best practices, and communicate with students and parents
  Responsibility: IPA teachers maintain transparency in communications, ensuring that

AI tools enhance, rather than hinder, human relationships and collaboration.

- **Ethical AI Use Education:** Educating students about the ethical use of AI, including discussions on privacy, bias, and the social impact of AI technologies
  Responsibility: IPA teachers model responsible AI use in the classroom, encouraging students to think critically about the ethical implications of AI.

- **Curriculum Enhancement:** Incorporating AI-driven content and tools into the curriculum to enhance student engagement and provide real-world applications of AI.
  Responsibility: IPA teachers evaluate AI output to make sure that AI content is accurate, age-appropriate, and aligns with educational standards and goals.

Prohibited Use of AI

Here are some examples of prohibited use of AI in a K-12 setting:

- **Plagiarism and Academic Dishonesty:** Using AI tools to generate entire essays, projects, or assignments and submitting them as their work; using AI to generate essays, reports, or other academic work for submission during exams or in situations where the work is meant to be entirely student-generated
  Rationale: This undermines academic integrity and hinders genuine learning and skill development.

- **Bypassing Learning Processes:** Relying on AI to complete math problems, generate answers to test questions, or solve homework assignments without understanding the underlying concepts
  Rationale: This prevents the development of critical thinking, problem-solving skills, and a deep understanding of the subject matter.

- **Inappropriate Content Creation:** Using AI tools to generate inappropriate, offensive, or harmful content, including text, images, or videos that are discriminatory, violent, or otherwise unacceptable
  Rationale: This violates school policies on appropriate behavior and digital citizenship, and can lead to serious consequences.

- **Cyberbullying and Harassment:** Employing AI tools to create, share, or amplify content intended to bully, harass, or harm others, including generating deepfakes or fake messages
  Rationale: This constitutes a serious violation of school policies and can have severe social and emotional impacts on victims.

- **Invasion of Privacy:** Using AI tools to gather, analyze, or distribute personal information about others without their consent, including AI-driven surveillance or tracking.
  Rationale: This violates privacy rights and can lead to legal and ethical issues.

- **Misrepresentation of Identity:** Using AI tools to create fake profiles, impersonate others, or misrepresent oneself in online interactions or school activities
  Rationale: This is deceptive, violates trust, and can lead to serious consequences, including disciplinary action.

- **Unauthorized AI Use:** Engaging in unsupervised or unauthorized use of AI technologies, particularly in ways that could harm others, damage property, or violate school policies, or state or federal laws
  Rationale: AI use should be conducted under the supervision of a teacher and in a controlled environment to ensure safety and ethical standards.

- **Spreading Misinformation:** Using AI to create or disseminate false information, including fake news, conspiracy theories, or other forms of misinformation.
  Rationale: This is harmful to the educational environment and society, undermining trust in credible sources and the learning process.

The Use of AI and Academic Integrity

Teachers and students are responsible for maintaining academic integrity as the use of AI is gradually integrated into the classroom:

- Teachers should communicate and clarify appropriate and inappropriate uses of AI in their classrooms.

- Teachers should not depend on AI detectors to determine if AI was used to plagiarize or cheat on assignments. AI detectors are not completely accurate and reliable.

- Both teachers and students should review and evaluate AI output for accuracy and potential bias.

- Both teachers and students should disclose when they use an AI tool. This can be done by explaining how the AI tool was used and/or citing their use of AI. The following style formats may be used, depending on what formats teachers are using in their classrooms:

  MLA Style - Generative AI
  APA Style - ChatGPT
  Chicago Style - Generative AI

How AI Was Used in the IPA AI Guidance Portion
ChatGPT was used for conceptual brainstorming and writing assistance. Concepts for the "Responsible Use of AI" and "Prohibited Use of AI" sections were identified, listed, and then inputted into ChatGPT to transform concepts into draft sentences. These sentences were then reviewed and refined.

Resources

A full list of AI references and AI resources for Teachers, Students, and Parents will be made available upon request.

Monitoring and Privacy

Users of IPA's Technology should not expect privacy. IPA reserves the right to monitor and review all technology-related activities, including email, files, and network usage. Any activity that violates IPA's policies or local, state, or federal laws may be subject to investigation, and IPA may report illegal activities to the appropriate authorities without prior consent from the user or their parent/guardian. IPA may also review, delete, or take actions related to files and communications stored on IPA-owned devices to ensure proper use.

Personally Identifiable Information (PII)

IPA is committed to safeguarding the privacy and security of its community members and complies with all relevant privacy laws, including the Children's Online Privacy Protection Act (COPPA). Any external websites or software that collect, store, or share Personal Identifiable Information (PII) must adhere to IPA's privacy standards. Users are prohibited from sharing PII without proper authorization.

IPA Indemnification Provision

IPA assumes no responsibility for the content or consequences of using external websites or services accessed through IPA Technology. Users access the Internet at their own risk and must ensure that all online activity is lawful, safe, and appropriate.

Limitation of Liability

IPA is not responsible for any damage, loss, claim, or other obligation resulting from the use of IPA's Technology resources, including damages caused by the loss of data, inaccuracies found online, or interruptions in service. IPA does not guarantee the quality, accuracy, or reliability of any information obtained through the Internet. All users access online resources at their own risk and must exercise caution and responsibility when using online platforms or external websites

Violation of Policy

Disciplinary action will be taken for violations of this policy, which may include, but are not limited to, the following behaviors:

- Violating local, state, or federal laws.

- Cyberbullying or harassment.
- Hacking, unauthorized system access, or tampering with school technology systems.
- Installing unauthorized software or applications.
- Using VPNs or proxies to bypass IPA security systems.
- Downloading or sharing illegal content (e.g., pirated software, torrenting, cryptocurrency mining).
- Damaging or altering IPA-issued devices.

Consequences for Violations

Users found to violate this policy may face disciplinary action, which could include suspension of technology privileges, suspension from school, or expulsion. Disciplinary actions will be determined based on the severity of the violation and per IPA's Student Code of Conduct.

Conclusion

IPA reserves the right to modify or update this policy at any time. Revisions may impact access to IPA's technology resources. Non-compliance may result in disciplinary actions, including removal from online resources, suspension, expulsion, or legal action, depending on the severity of the violation.

For more information on the Children's Online Privacy Protection Act (COPPA), please refer to the following:

Work Cited
"Children's Online Privacy Protection Rule ("COPPA")." Federal Trade Commission, https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule. Accessed 19 December 2024.

Helpful Contacts

General Contact Information

School FAX line	**(808) 674-3575**
Admission Office	**(808) 674-3563**
Advancement Office	**(808) 674-3528**
Athletics 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	Rebekah Osborne - Elementary Office Manager Evelyn Okimoto - Secondary Office Manager	808-674-3580 808-674-3564	ROsborne@ EOkimoto@
Leave Phone Message for Elementary Classroom / Specials Teacher	Rebekah Osborne - Elementary Office Manager	808-674-3580	ROsborne@
Leave Phone Message for Secondary Teacher / Administrator	Evelyn Okimoto - Secondary Office Manager	808-674-3564	EOkimoto@
Health Room	Belle Recto	808-674-3523 x415	Healthroom@
Student Records - Elementary	Rebekah Osborne - Elementary Office Manager	808-674-3580	ROsborne@
Student Records - Secondary (Transcripts)	Kelsey Uehira - Registrar/SMS Admin	808-674-3585	KUehira@
Classroom Schedule/Coursework/Academic Progress	Rebekah Osborne - Elementary Office Manager Evelyn Okimoto - Secondary Office Manager	808-674-3580 808-674-3564	ROsborne@ EOkimoto@
College and Career Counselor	Ashley Pacheco	808-674-3523 x596	APacheco@
Elementary Counselor	Tori Rooke	808-674-3573	TRooke@
Secondary Middle School Counselor (Grades 6-8)	Sara Baffoe	808-674-3523 x592	SBaffoe@
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	Katherine Jones - Director of Advancement	808-674-3528	KJones@
Volunteer Opportunities and IPAPA	Katherine Jones - Director of Advancement	808-674-3528	KJones@
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).			

2025-2026 Secondary Bell

2025-2026 Secondary School Bell Schedule

Day	Block 1	Recess	Block 2	11:00-11:30	11:30-12:00	Block 3	Passing	Block 4	Extension
A Day	Period 1 8:00 - 9:20	Recess 9:20 - 9:35	Period 2 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 3 12:05 - 1:20	Passing 1:20 - 1:25	Period 4 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
B Day	Period 5 8:00 - 9:20	Recess 9:20 - 9:35	Period 6 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 7 12:05 - 1:20	Passing 1:20 - 1:25	Period 8 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
C Day	Period 2 8:00 - 9:20	Recess 9:20 - 9:35	Period 1 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 4 12:05 - 1:20	Passing 1:20 - 1:25	Period 3 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
D Day	Period 6 8:00 - 9:20	Recess 9:20 - 9:35	Period 5 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 8 12:05 - 1:20	Passing 1:20 - 1:25	Period 7 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
E Day	Period 3 8:00 - 9:20	Recess 9:20 - 9:35	Period 4 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 1 12:05 - 1:20	Passing 1:20 - 1:25	Period 2 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
F Day	Period 7 8:00 - 9:20	Recess 9:20 - 9:35	Period 8 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 5 12:05 - 1:20	Passing 1:20 - 1:25	Period 6 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
G Day	Period 4 8:00 - 9:20	Recess 9:20 - 9:35	Period 3 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 2 12:05 - 1:20	Passing 1:20 - 1:25	Period 1 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
H Day	Period 8 8:00 - 9:20	Recess 9:20 - 9:35	Period 7 9:40 - 10:55	MS Advisory / HS Lunch 11:00 - 11:30	MS Lunch / HS Advisory 11:30 - 12:00	Period 6 12:05 - 1:20	Passing 1:20 - 1:25	Period 5 1:25 - 2:40	PLB/AP extension 2:45 - 3:15
Wednesday	1st Class 8:00 - 9:15	Recess 9:20 - 9:40	2nd Class 9:45 - 10:55	6 - 12 Lunch (clubs) 11:00 - 11:30		3rd Class 11:35 - 12:45	Passing 12:45 - 12:50	4th Class 12:50 - 2:00	Early Release 2:00

REV. 07.11.25

2025-2026 ACADEMIC CALENDAR

ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

SCHOOL CALENDAR 2025-2026

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

AUGUST
1 - FIRST DAY FOR FACULTY
8 - MEET & GREET (GR. K-5)
11 - NEW STUDENT ORIENTATION (GR. 6-12)
13 - FIRST DAY OF SCHOOL (GR. K-12)
15 - STATEHOOD DAY - **SCHOOL CLOSED**
28 - BACK TO SCHOOL NIGHT (GR. 6-12)

SEPTEMBER
1 - LABOR DAY - **SCHOOL CLOSED**
12 - BACK TO SCHOOL NIGHT (GR. K-5)
13 - IPA FOUNDER'S DAY

OCTOBER
4 - OPEN HOUSE
9 - IPA GIVES BACK (GR. 6-12)
10 - FACULTY PROFESSIONAL DEVELOPMENT DAY - **SCHOOL CLOSED**
13 - INDIGENOUS PEOPLES' DAY - **NO CLASSES**
14-17 - FALL BREAK - **NO CLASSES**
25 - FALL FESTIVAL

NOVEMBER
7-10 - PARENT CONFERENCES - **NO CLASSES (GR. K-12)**
8 - GALA FUNDRAISER
11 - VETERAN'S DAY - **SCHOOL CLOSED**
13-14 - SECONDARY EVENTS TBD
13-15 - FALL PLAY PRODUCTION
26 - LA KUPUNA DAY (GR. K-5)
27-28 - THANKSGIVING BREAK - **SCHOOL CLOSED**

DECEMBER
5 - HO'IKE NIGHT
19 - FIRST SEMESTER ENDS (GR. K-12)
22-JAN 5 - WINTER BREAK - **NO CLASSES**

JANUARY
5 - FACULTY PROFESSIONAL DEVELOPMENT DAY - **NO CLASSES**
6 - SCHOOL RESUMES, SECOND SEMESTER BEGINS (GR. K-12)
19 - MARTIN LUTHER KING JR. DAY - **SCHOOL CLOSED**

FEBRUARY
16 - PRESIDENTS DAY - **SCHOOL CLOSED**

MARCH
5-6 - SECONDARY EVENTS TBD
7 - SPRING MUSICAL PRODUCTION
9-13 - SPIRIT WEEK (GR. K-12)
16-20 - SPRING BREAK - **NO CLASSES**
26 - KUHIO DAY - **SCHOOL CLOSED**

APRIL
3 - GOOD FRIDAY - **SCHOOL CLOSED**
9-10 - PARENT CONFERENCES - **NO CLASSES (GR. K-12)**
22 - MAKE A DIFFERENCE DAY (MADD) (GR. 6-12)
24 - SPRING MUSIC FESTIVAL (GR. 9-12)

MAY
1 - MAY DAY CELEBRATION (EARLY DISMISSAL FOLLOWING PROGRAM)
6 - ART SHOW (GR. K-12)
21 - LAST DAY OF SCHOOL
22 - IPA COMMENCEMENT
25 - MEMORIAL DAY - **SCHOOL CLOSED**
29 - LAST DAY FOR FACULTY
29 - IPA GOLF TOURNAMENT

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

Legend:
- IPA SPECIAL EVENTS
- HOLIDAYS/SCHOOL CLOSED
- CAMPUS EVENT

CALENDAR SUBJECT TO CHANGE
REV. 07/15/25

JULY 2025

S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025

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24	25	26	27	28	29	30
31						

SEPTEMBER 2025

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28	29	30				

OCTOBER 2025

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NOVEMBER 2025

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DECEMBER 2025

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JANUARY 2026

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25	26	27	28	29	30	31

FEBRUARY 2026

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22	23	24	25	26	27	28

MARCH 2026

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22	23	24	25	26	27	28
29	30	31				

APRIL 2026

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026

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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 2026

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			