

Hālau Kū Māna
‘Ohana Handbook
2018 - 2019

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Kū I Ka Māna

Like the one from whom he received what he learned.

Said of a child who behaves like those who reared him.

Māna is food masticated by an elder and conveyed to the mouth of a small child. The haumana received knowledge from the mouth of his teacher.

(Mary Kawena Pūku'i. 'Ōlelo No 'eau: Hawaiian Proverbs and Poetical Sayings. Honolulu: Bernice Pauahi Bishop Museum Press. 1983.)

ORGANIZATION

Hālau Kū Māna

Hālau Kū Māna is a Native Hawaiian Charter School founded to provide a quality educational program that is academically rigorous, culturally and spiritually grounded, community designed and controlled. The hālau includes our ‘ōpio, their ‘ohana, makua staff, and the many individuals and groups in our community that support us. Hālau means a place to gather and learn, typically with strong foundation, pillars, and shelter, but no walls. Kū Māna is a contraction of Kū i ka Māna, to strive for māna, also an ‘ōlelo no‘eau describing one who excels at receiving the māna and knowledge from their kūpuna (ancestors).

School Governing Board

The School Governing Board (GB) is made up of volunteers whose individual expertise make for a collective body of community leaders. These leaders are responsible for the financial, organizational and academic viability of our school and the implementation of our school’s charter. The GB also possess the independent authority to determine the organization and management of our school and its curriculum.

Papa Kū Māna

Papa Kū Māna is a local 501c(3), non-profit organization whose sole responsibility is to support Hālau Kū Māna. Primarily, Papa Kū Māna is tasked to raise the necessary resources that will enable the school to fulfill its mission and achieve its goals.

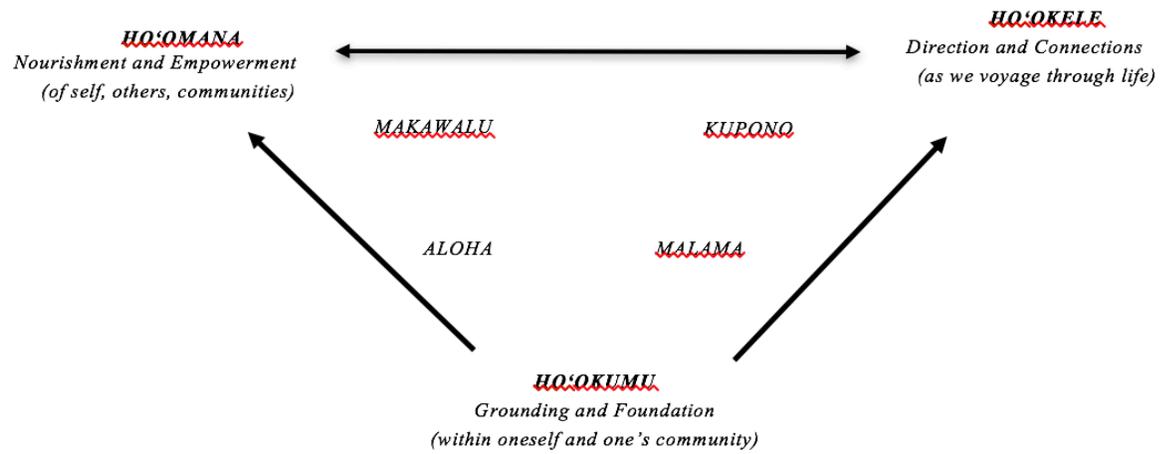
‘Aha Mākua

The ‘Aha Mākua is made up of all mākua of Hālau Kū Māna, including teachers and staff. As a group, the ‘Aha Mākua is charged with promoting and encouraging open communication between parents, teachers, administration and the community. The ‘Aha Mākua also sponsors organizes and contributes to school-wide activities, events and fundraising.

VISION OF HĀLAU KŪ MĀNA

HKM's vision is to facilitate individual and community healing and empowerment by fostering lifelong learners who think, feel and act in ways that are pono and to recognize strengths and addressing challenges as they seek positive, systemic change in their local, regional and global communities.

MISSION OF HĀLAU KŪ MĀNA



Ho'okumu (Build grounding and foundation) – To foster a sense of esteem, stewardship, and kuleana to the 'āina, our communities and ourselves, through grounding in ancestral knowledge and practices of Hawai'i and the academic skills necessary to excel in the 21st century.

Ho'okele (Forge direction and connections) – To explore and inquire in ways that build upon our ancestral wisdom and bridge to other communities and cultures in a harmonious manner.

Ho'omāna (Provide sustenance and empowerment) – To provide sustenance and empowerment for ourselves and our communities by striving for high academic, cultural, social, environmental, and economic standards, thus nourishing all piko cognitive, emotional, spiritual and physical.

INFORMATION FOR PARENTS

Supporting Your Student's Education

Your Role As a Parent

Your aloha, encouragement, and strong belief in your child's ability to learn plays a critical role in your child's academic journey. Hālau Kū Māna will help your child achieve their highest potential by providing a learning environment that is grounded in Hawaiian perspectives, is academically rigorous, and has an uncompromising focus on student success. Unique and meaningful learning experiences will be at the core of our academic program. Our collective efforts and successful partnership will enable your child to gain the most out of this educational experience. We offer the following expectations that we have of all mākua and 'ohana:

Apply 'Ae Like

The 'Ae Like consists of values, traits, attitudes and actions that are essential for building and maintain a thriving family-oriented, community-based place of learning. Periodically review the 'Ae Like with your entire 'ohana and ask each other how these values are applicable in school, at home and within your community.

Enforce School Rules

Help your child understand and abide by the rules contained in this handbook, including classroom/project rules set by teachers and support the school when consequences are invoked for a violation of the rules.

Support Regular Attendance

Daily and on-time attendance is expected unless an illness, injury or emergency prevents your child from coming to school. As much as possible, review the school year calendar and schedule family vacations during school breaks to avoid missing school.

Play an Active Role in Your Child's Learning

Consistently ask your child to share what he or she is learning in school. Support your child by providing an appropriate space and sufficient time to study and complete homework.

Monitor you Child's Progress

A report card is sent home at the middle and end of each quarter. Take the opportunity to review it with your child and seek to understand from them first how they have earned a particular grade. If you have further questions, contact the school counselor or administrator to schedule an appointment.

Communicate

As a learning 'ohana, open communication between 'ohana at home and 'ohana at school (teachers, administrators, counselors, etc.) is critical. As soon as a problem or concern arises, contact the school to discuss or schedule a conference.

Enforce Dress Code

Please ensure your child leaves home in proper school attire.

‘AE LIKE

Collective Values and Actions

As members of Hālau Kū Māna’s learning ‘ohana, we recognize the following values, traits, attitudes, and actions as essential ingredients for building and maintaining a thriving family-oriented, community-based place of learning:

‘Ōpio (Students):

- **Kū i ka māna, Kūlia i ka nu‘u, Kūpono** – Strive for māna, reach for your highest potential, and be pono.
- **Mālama** – Demonstrate concern, care, and understanding toward all members of our learning ‘ohana.
- **Makawalu** – Always be open to new perspectives and new ways of learning.
- **Laulima** – Accept responsibilities, contribute to the ‘ohana.
- Learn and actively perpetuate **Hawaiian language, culture, and values.**
- **Attend Hālau EVERY DAY scheduled and on time** unless there is legitimate illness, injury, or emergency.
- **Communicate with a makua any problems or frustrations** concerning the Hālau, other makua, ‘ōpio, or your own life situations.
- **Kōkua, Mahalo, a Aloha kekahi i kekahi** – Help, respect and appreciate, and show aloha to one another.

Mākua (‘Ohana, Parent/Guardian):

- Accept all expectations and commitments mentioned above except for attending Hālau every day.
- Attend Hālau Kū Māna’s quarterly pā‘ina, Lā ‘Ohana (at least one makua per ‘ohana).
- Attend quarterly ‘Ohana Conferences with staff to review your ‘ōpio’s progress (at least one makua per ‘ohana).
- Read memos and initial your child’s assignment book daily.
- **APPRECIATE YOUR CHILD’S DAILY SUCCESS!**
- Provide input and feedback on overall well-being of your child as necessary and return calls from HKM staff promptly.
- Participate fully in our main annual Hō‘ike FUNdraiser and participate as much as possible in any other fundraisers.
- Kōkua a minimum of 16 hours per year, contributing to the needs of our ‘ōpio and ‘ohana overall (select a minimum of 2-3 things from the ‘Pehea la e kōkua ai’ list that you are willing to be called on as opportunities arise)
- Join at least one committee.
- Be familiar with and abide by HKM’s ‘Ohana Handbook.

Makua A‘o (‘calabash’ parent, a.k.a. HKM Staff):

- Accept all expectations and commitments mentioned above.
- Maintain passion, commitment, perseverance, and professionalism in providing the highest quality learning experience for our ‘ōpio.
- Know each student personally as an individual for their strengths, challenges, and specialties.
- Engage in respectful collaboration with all members of the learning ‘ohana.
- Participate fully in all required professional development events and opportunities.
- Prepare written and verbal evaluations for each makua/ ‘ōpio conference, and as necessary to monitor progress of ‘ōpio.
- Respond the same or next day to ‘ōpio or mākua concerns.

All who choose to become a part of Hālau Kū Māna share a collective vision and mission. As core members of this learning ‘ohana, we agree to strive for and participate in the above mentioned items in every way possible to ensure the success of our Hālau in achieving our personal and collective goals.

General Learner Outcomes

1. ‘Ōpio and mākua will demonstrate proficiency in three key areas of literacy:
 - Decoding/fluency
 - Comprehension/making connections
 - Enjoyment of reading, writing, and oral communication‘Ōpio and mākua will show they enjoy reading, understand what they read, question and react to what they read based on their unique mana‘o, and share their mana‘o by talking story and writing.
2. ‘Ōpio and mākua will develop their skills in Hawaiian language, culture, performing arts and environmental stewardship. ‘Ōpio and mākua will learn and practice Hawaiian culture (including ‘ōlelo Hawai‘i, hula, oli, and malama ‘āina) on a daily basis.
3. ‘Ōpio and mākua apply a variety of critical and creative research skills and technologies to address real world challenges in project-based learning.
4. ‘Ōpio accept kuleana for gaining knowledge, becoming increasingly self-motivated and self-monitoring. They are able to reflect on and apply their learning. By developing a practice of both independent and cooperative learning, they move toward individual and collective economic and political self-sufficiency.

What an ‘ōpio learns becomes their kuleana to perpetuate and share in their life beyond school. Over time, they take more and more kuleana in caring for themselves, their ‘ohana, their ‘āina, and their lāhui.

Cultural Instructional Benchmarks

Our Cultural Educational Standards (CES) are embedded in our Instructional Benchmarks. Because Hawaiian culture is the foundation of our educational program, there is no arbitrary distinction made between ‘academics’ and ‘culture.’ The instructional benchmarks integrate expectations and strategies from Hawaiian culture and from other best practices in education. They are focused on:

1. Curriculum and pedagogy grounded in Hawaiian culture
2. Research-proven best practices in education
3. Assessment as a tool for learning
4. On-going staff development, and
5. Community involvement.

BENCHMARK #1:

Cultivate a strong sense of kuleana to one’s self, family, and local and global communities. This is supported by understanding the past, present, and future of one’s own life and of these larger communities.

BENCHMARK #2

Support lifelong aloha for Hawaiian language, history, culture, and values by integrating them into all aspects of the curriculum. Thus, students are engaged in experiential study of Hawaiian protocols, ideologies and philosophies allowing for deeper cultural understanding, as well as emotional, physical, intellectual, social, and spiritual growth.

BENCHMARK #3

Foster the understanding that culture and tradition are constantly evolving systems, grounded in the past and addressing the present and future, and provide meaningful opportunities to make new connections with other cultures and communities. Promote respect for diversity.

BENCHMARK #4:

Provide Hawaiian language opportunities to increase language proficiency and effective communication skills in a variety of contexts and learning situations.

BENCHMARK #5:

Place-based curriculum teaches students the connection between themselves and the natural environment. Mālama ‘Āina is central to the curriculum. The curriculum includes a blend of indigenous and non-indigenous methods of understanding, representing, and caring for the environment. Students learn good practices of stewardship, resource sustainability, and spirituality.

BENCHMARK #6:

Provide safe and supportive places to nurture the physical, mental/intellectual, social, emotional, and spiritual health of the total community.

BENCHMARK #7:

School-wide behavior expectations guide students’ interactions and staff conduct.

BENCHMARK #8:

Instruction and assessment incorporates activities that activate multiple intelligences and allow for diverse demonstrations of mastery.

BENCHMARK #9:

Project-based learning is used in the context of authentic inquiry.

BENCHMARK #10:

Teachers work alongside students in joint productive activities or projects so students understand that learning is an on-going process.

BENCHMARK #11:

State-of-the-art computer and digital video technologies are integrated as a fundamental part of projects.

BENCHMARK #12:

Team-teaching is utilized to meet the needs of multi-age, multi-level classes.

BENCHMARK #13:

Students are engaged in goal setting and self-evaluation at regular intervals. Rubrics further support student ability to identify and meet specific criteria for quality products.

BENCHMARK #14:

HKM staff is consistently engaged in ongoing efforts for professional development.

BENCHMARK #15:

Curriculum draws upon community resources and generates knowledge that will be shared with and useful to communities. Students and teachers engage in activities independently or collaboratively with community members as a means to sustain the well-being of the learning community.

BENCHMARK #16:

Communication amongst the HKM ‘ohana (comprised of students, parents, staff and members of the broader community) is ongoing, and all stakeholders are actively involved in school activities, projects, and authentic demonstrations of knowledge.

BENCHMARK #17:

Learning and entrepreneurial partnerships are consistently fostered between HKM and organizations with similar missions, visions, and goals.

POLICIES and EXPECTATIONS

ADMISSIONS POLICY

Intention of the Admission Process

All ‘ōpio and their ‘ohana who express a desire to attend and are willing to commit to the expressed values of the school are encouraged to apply for enrollment. Our ‘ae like or collective values and actions support the purpose, mission, and vision of HKM.

As called for in the ‘ae like, haumāna and their families are encouraged to be active, positive, and contributing members of the HKM learning ‘ohana. An expression of this commitment is made by all members of the HKM ‘ohana before the start of every school year.

Steps to Admission

The admission process includes a written application and a school tour for new students and their parents. School tours are offered to interested students and their families. Attendance to one of the school tours is a requirement for admissions. These tours start during the spring and continue through the summer of the year prior to the incoming admission year. At the school tour, families are introduced to the mission and vision and informed of the commitment to the HKM mission, vision, and values. Families are also given an opportunity to ask questions about the school.

Selection

Provided that there is sufficient space in the designated class/grade, all applicants will be invited to join the HKM ‘ohana.

Should the number of applicants, per grade level, exceed the capacity of the same grade level, a public lottery will take place to fill the vacant spaces per grade level.

Consistent with State Law, HKM provides enrollment preferences to students who are enrolled at HKM during the previous school year and to siblings of students already enrolled at HKM.

HKM also provides an enrollment preference for children of current full-time staff and governing board members provided that the number of students who utilizes this preference does not exceed 10% of the entire enrollment count.

Families are informed of their acceptance status via letter. The projected notification date is mid-April.

Reenrollment

Every spring, currently enrolled students need to submit an “intent to return” form in order to be re-admitted. New students are admitted annually as space permits. After the application deadline, new students are considered if space is available. Those that are not admitted are placed on a waiting list that remains active through the end of academic year.

ATTENDANCE POLICY & PROCEDURES

State of Hawai'i Compulsory Attendance Statutes

All children between the age of 5 (as of July 31 of the school year) and 18 (by January 1 of the school year) are required by Hawai'i law to be enrolled in either a public or private school and must attend school regularly. Any parent, guardian and other persons responsible for the child is responsible in ensuring the child attends school [H.R.S. 302A-1132(1998)].

If any school-aged children are consistently absent from school and who do not have an exception to the Hawai'i Compulsory Attendance Law, the school has the obligation to file a complaint with the family court judge. This will cause the court to summon the responsible parent(s) and/or guardians to appear before the judge. If the court finds that the responsible parent(s) and/or guardians had not used proper diligence to enforce the child's regular attendance at school, the responsible party will be found guilty of a petty misdemeanor [H.R.S. 302A-1135(1998)].

Hālau Kū Māna Expectations

Attending school every day and on-time is an essential component of Hālau Kū Māna's 'Ae Like, signed by all Hālau Kū Māna 'ōpio and makua as a condition of their enrollment. 'Ōpio are expected to be on campus by the start of morning piko (opening protocol) and remain until afternoon panina (closing protocol). Regular attendance in class is essential for success and is the responsibility of the student along with his or her 'ohana. Most class work is difficult or impossible to make up since class discussions and presentations usually cannot be duplicated.

Hālau Kū Māna does not tolerate absence for reasons other than illness, emergency situations, or extenuating family circumstances. The school strongly encourages families to plan vacations during regularly scheduled school vacation periods. If it is absolutely necessary for 'ōpio to miss school, please inform both the school office and your child's teachers as far in advance as possible. Unexcused and/or excessive absences and tardies are unacceptable behaviors and prevent optimal teaching and learning from occurring.

Definitions

- **Absent**
 - o The 'ōpio is not physically present in school or in a scheduled class for at least half of the school day or class period except if the 'ōpio is on an authorized school activity (approved field trips, offsite project, etc.). 'Ōpio arriving after 11:00AM without prior notice and approval by the School Administrator will be considered absent and may be sent home immediately.

- **Present**
 - o The 'ōpio is physically present in school for at least half the school day or class period.

-

Suspension

- The ‘ōpio is excluded from school for a specific period during a school year as a consequence for breaking school rules.
- Suspensions are considered absences.
- ‘Ōpio suspended for less than 10 days may or may not have work provided for them. However, ‘ōpio who are suspended for 10 or more days will have work provided by their teachers, due upon the ‘ōho returned to school

Tardy

- o The ‘ōpio reports to school or class after the starting time as designated by the school.

Truant

- o The ‘ōpio is absent from school without authorization from the principal or designee (unexcused absence).

Absences

In order to ensure students’ accountability for their attendance, the school will process and maintain attendance on a daily basis. Attendance will be taken at the start of the morning wehe as well as at the start of each class period. All absences and tardies shall be recorded in the Student Information System (Infinite Campus) for tracking, data collection and record keeping.

Excused Absences may include the following:

- Doctor/Dentist Appointment
 - o Note Required upon return.
- Illness
 - o A parent/guardian may write a note for their ‘ōpio if absent for two days due to illness.
 - o If the ‘ōpio is ill for three or more days, parents/guardians must to obtain a doctor’s note and submit to school.
- On-Campus (authorized school activity) – “School-Related” may include, but is not limited to activities such as:
 - o Meeting with a counselor or administrator
 - o Treatment for illness
 - o Assigned mālama kuleana or in-school suspension
- Off-Campus (authorized school activity) – “School Related” may include, but is not limited to activities such as:
 - o School related employment/internship programs
 - o Dual Credit / Early College Classes
 - o School approved community service projects
 - o Student government (‘Aha ‘Ōpio/ Ke Ea Hawai‘i) related activities
 - o Huaka‘i (Field Trips)
 - o Other activities approved by school principal or designee
- Funeral service for a family member

Procedures for Student Absence(s):

Parents/Guardians are asked to call the school office before 9:00AM with the information below to notify the school of student's absence; Note that phone calls will not be a substitute for a parent/guardian note that is required upon student's return, which must also include the following information:

1. 'Ōpio's first and last name
2. Grade level
4. Date of Absence
5. Reason for Absence
6. Phone number(s) where parent/guardian can be contacted

Extended Absences (> 3 school days) Parents/Guardians must notify the school in writing as soon as plans for any extended absences due to family vacations, youth camps, and/or sports competition events. The school administration has the discretion to determine if the absences will be excused or unexcused. Reasons that may cause the extended absences to be unexcused are if 'ōpio academics are or will be adversely affected by the absences and/or if attendance is already a concern. ***Teachers are only required to provide make up work for excused absences.***

Returning to school after an absence

Upon a student's return to school after an absence, he/she must report to the office **prior to** opening and submit a written and signed note from parent/guardian with the information noted above. The student will then receive a **Tardy – Absent Admit slip** to indicate to the student's teacher if the absence/tardy is excused or unexcused.

Parent/Guardian written notes are REQUIRED. If none is provided upon the student's return to school, the absence(s) will be considered *unexcused*.

Tardies

Excused tardies may be allowed for the following reasons:

- Doctor/Dentist Appointment
 - o Note required
- ‘Ōpio detained by an administrator, counselor or faculty
 - o Note required from staff who detained ‘ōpio
- Unusual Weather Circumstances
 - o Determined by administration
- All other reasons will be left to the discretion of the school administrator(s).

If an ‘ōpio is tardy to school, a parent/guardian note is **REQUIRED** and should include the same information as used for absences. If none is provided, the tardy will be considered *unexcused*.

Unexcused tardies include, but are not limited to:

- Oversleeping
- Having Car trouble
- Missing the bus/late bus
- Babysitting
- Dealing with personal business

Consequences for Absences and Tardiness

As noted above, unexcused and/or excessive absences and tardiness are unacceptable behaviors and prevent optimal teaching and learning from occurring. The following table is provided to help ensure students and families remain committed to their education at Halau Ku Mana:

Total Absences	Action
5	<ul style="list-style-type: none">● Parent/Guardian Notification (form to be determined by school and documented)
10	<ul style="list-style-type: none">● Written notification of excessive absences● Follow up by an administrator● Mandatory Ohana Conference
15	<ul style="list-style-type: none">● Written notification of excessive absences and follow up by an administrator● Mandatory Ohana Conference● Loss of participation privileges in school activities

Homework/Late Work Policy for Excused Absences

If an absence is excused, 'ōpio will be expected to keep up with any school work that might have been missed. The kumu will provide a reasonable deadline to submit any late work caused by the excused absence.

STUDENT EXPECTATIONS

As a small learning ‘ohana, we all have the responsibility to mālama one another. HKM is committed to promoting and maintaining the physical, emotional, and social safety, health, welfare and fitness of the entire ‘ohana (students, families, personnel). As such, the entire HKM campus is a drug-free and smoke-free environment.

Hālau Kū Māna sets the following expectations and policies in order to promote and maintain a safe and positive learning environment. These expectations and policies are applicable anytime the activity(ies) are school related (school hours, offsite projects, huaka‘i, trips, etc.).

Academic Expectations

- **Adherence to the ‘Ae Like**
 - More than just values, traits, and attitude, the ‘Ae Like set a foundation for expectations. As we strive to build the whole learner, these values are to be applied to the classroom and overall learning environment.
- **Be active in your own education**
 - As a student, you are expected to be engaged in your education. It is your responsibility to ask questions if you need help in understanding the course material, and to seek additional help if needed. It is also your kuleana to maintain satisfactory progress in each of your classes as well as keep up with the timely submission of all assignments. If you miss school for any reason, it is your responsibility to ask your teachers for any work that you might have missed.
- **Come to school prepared to learn**
 - Whether it is a regular school day or an offsite project day, you (the student) are to come to school in dress code and have all the necessary supplies for the day. This includes your computer, notebooks, class binder(s), pen/pencil, appropriate attire for hula and/or field work, water bottle, etc. In addition to having all your supplies, you should be mentally focused on acquiring new learning(s) each day you attend school.
- **Learning extends beyond the school day**
 - Homework should be the norm and not the exception, to include assignments over the Fall, Winter, and Spring breaks. Homework is not additional work, rather it should be understood as a tool to enable mastery of a particular content, skill or knowledge. Also, if a teacher assigns a project that is to be worked on over a reasonable period of time, it is understood that in-class time may not always be provided to work on the project. This is especially true with the senior project that is required of all graduating seniors.
- **Keep healthy – mentally and physically**
 - Excessive stress, fatigue, and unhealthy habits can negatively interfere with your academic success. Be aware of how you are feeling, physically and mentally. If necessary, take advantage of the various supports the school has in a proactive manner to help you through your personal or academic difficulties.

Student Fees

The School Governing Board has approved instituting student fees. All student fees are directly applied to the classroom/departmental/project supplies, educational services contracts and a uniform polo shirt. The fees are also used to help offset transportation costs (gas for small bus, rental of school bus for all-school field trips). The fees are as follows:

First Enrolled Student	\$100
Each additional Student (must be living in same household)	\$75

Student fees are due by the first day of each academic school year.

Dress Code Policy

All HKM ‘ohana members have kuleana to dress appropriately in order to show respect to oneself and others. Further, there is a positive relationship between appearance and the learning environment. As such, HKM will enforce the following dress code policy. Dress Code is in effect anytime a student is on campus, unless otherwise stated by a school administrator.

- *Uniform Shirts:* Students are required to wear HKM uniform shirts daily. School projects shirts, along with collaborator shirts are not considered uniform shirts, regardless if there is a HKM logo on it. Students may choose to wear their designated color polo shirts on any day of the week. However, there will be instances, school-wide field trips, class field trips, and other activities where students will be required to wear their designated color polo shirt.
 - Designated color polo shirts are as follows:
 - Grades 4 – 6: Green
 - Grades 7 - 8: Yellow
 - Grades 9 – 12: Red
 - Uniform shirts that are of colors used in previous years will be allowed as long they are not faded and/or have tears in them. Tank top uniform shirts are not allowed.
 - Uniform shirts are not to be altered (cut up, tie-dyed, written on, etc.)
 - Uniform sales occur during July/August and December of each school year. ‘Ohana are encouraged to plan accordingly.
 - The school office does not sell uniforms directly. All uniform purchases are done directly with our uniform vendor.
- *Aloha Friday Wear:* Fridays are designated *Aloha Fridays*. ‘Ōpio are allowed to wear collared aloha shirts for kāne and wahine and dresses or blouses for wahine. ‘Ōpio who choose not to wear aloha attire must be in regular dress code. Aloha attire must follow guidelines listed below:
 - No clothing related to drugs or alcohol
 - Clothing that are strapless, spaghetti straps, backless, or are revealing in design must be covered with an outerwear
- *Pants:* Lengths of shorts and skirts are to be no shorter than 2 inches above the knee, when kneeling.
- *Project Days:* Project kumu will use their discretion, but within guidelines, when determining appropriate attire for project days. Appropriate attire should be conducive to the learning environment, yet be mindful of the intent of the school dress code.
- *Outerwear:* Jackets and sweaters may be worn over an approved HKM uniform shirt. However, students will be required to remove jackets/sweaters at opening and closing protocol.

Hats, provided that they are in good taste and of appropriate nature and not worn indoors, are allowed. Sunglasses are prohibited, unless they are for prescription use. ‘Ōpio are also required to comply if at any time a staff member asks him or her to show that he/she is wearing a uniform shirt.

- *Hygiene:* Students are expected to maintain proper and healthy personal hygiene habits.
- *Free Dress Day:* On occasion, the school may identify a free dress day, where students may choose to not wear a school uniform. Although a “free dress” day, the following remain prohibited:
 - No clothing related to drugs, gangs, alcohol, vulgar acts, and profanity including pictures or words that could be offensive to anyone and are of a questionable nature.
 - No strapless, backless straps that must be tied regardless of width, or open necklines that expose cleavage.
 - No shorts, skirts, or dresses with high slits (slits must be no longer than one inch)
 - No showing of any type of underwear, piko, or body parts that should be covered by underwear (i.e. no sagging pants, puka, peek-a-boo fashion, low hip-hugger pants, shorts or skirts).

Students shall come to school already in dress code. Students who are not in dress code will be sent to the office and allowed to call their makua to drop-off appropriate clothing. **The office will NOT allow students to borrow any uniform shirts.** The student will only be allowed to return to class when they are in compliance with the dress code. Any classes missed due to dress code violations will be considered unexcused absences. Mālama Kuleana will also be issued for not adhering to dress code expectations.

Cell Phone Policy

All cellular phones are considered a contraband item from arrival on campus till the end of the school day. If a student is seen in possession of or using a cellular phone during school hours, it will be confiscated, mālama kuleana assigned, and parent contacted. Also, a parent/guardian will be responsible for retrieving the phone from the school office at the end of the school day.

CONFISCATED PHONES WILL NOT BE RETURNED TO STUDENTS. If there is a need for makua/ohana to contact their child during the day, a message can be left with the main office and it will be passed on to the student.

On occasion and at the discretion/permission of the kumu, cellular phones may be used *during class time only*. In these instances, inappropriate use will result in the phone being confiscated and outline procedures above being followed. In appropriate use includes, but is not limited to, social media access (unless specifically directed by a kumu), irrelevant internet searching or website access, texting, and making phone calls. The kumu or staff in charge has the authority to make such judgements.

Technology Use

Technology is a tool that should be used to enhance a student’s learning. Therefore, non-educational use of technology, personal or school issued, is strictly prohibited.

School-Issued Technology

Any student who elects to receive a school-issued technology is required to abide by all of the use agreements stated in the “Student Technology Acceptance Use Agreement.” Failure to adhere to the agreement may result in immediate return of the equipment.

Personal Technology

Students may choose to decline the use of a school-issued technology device and elect to use his/her own. In such a case, the school is not responsible for any damage or loss of the equipment. Further, use of the equipment for reasons other than educational and/or class related is not allowed on campus. Failure to abide will result in the equipment being confiscated and appropriate consequences given.

CONSEQUENCES FOR MISUSE AND MISPLACED LAPTOPS

(Applies to HKM Laptops AND Personal Laptops)

OFFENSE	CONSEQUENCES
	If a laptop is confiscated, there is NO borrowing privileges. Students will still be expected to complete any assignment using other means (home computer, hand-written, etc.)
First Offense	Laptop is confiscated and returned at the end of the school day.
Second Offense	Laptop is confiscated and returned to a parent, <u>one week</u> later.
Third Offense	Laptop is confiscated for the <u>remainder of the current quarter</u> . If offense occurs within 2 weeks of the end of the quarter, the consequence will apply during the new quarter.
Fourth Offense	Laptop is confiscated for the <u>remainder of the school year</u>

Contraband Items

Contraband includes all property and articles considered unlawful to possess or to produce, as well as those articles defined by school rules as being prohibited because of potential for bodily injury or disruption of school operations. All contraband will be confiscated and returned to the parent/guardian.

Contraband items include, but are not limited to, the following:

- Cellular Phones
 - All cellular phones are considered a contraband item from arrival on campus till the end of the school day. If a student is seen in possession of or using a cellular phone during school hours, it will be confiscated, mālama kuleana assigned, and parent contacted. Also, a parent/guardian will be responsible for retrieving the phone from the school office at the end of the school day. **CONFISCATED PHONES WILL NOT BE RETURNED TO STUDENTS.** If there is a need for makua/ohana to contact their child during the day, a message can be left with the main office and it will be passed on to the student.
- Money – In most instances, there is no need for students to bring money to school. If there is a fundraiser, students will be notified in advance. All field trip money should be turned into the school office upon arrival. If it is absolutely necessary to bring money, please keep it to a reasonable amount. The school and its staff are not responsible for any lost or stolen money.
- Skateboards, roller blades, roller skates, pocket bikes (must be left in classroom with teacher approval, and teacher designated space);
- Portable radios, stereos, walkmans, MP3 players, DVD players, iPods;
 - These items may be permitted for various classroom use, but must be done so with teacher's permission
- Distasteful or offensive tapes, CDs, videos, or DVDs depicting sex, drugs, alcohol, and/or violence (to include searching and/or viewing online videos and websites).
- Gang-related paraphernalia;
- Pornographic materials
- Matches, lighters, and other incendiary devices;
- Pets

VISITORS AND VOLUNTEERS

All visitors and volunteers must report to the school office upon arrival to sign-in and receive a pass. The visitor pass must be visible while on campus at all time. At the end of the visits, visitors are to return the pass to the office and sign-out.

The success of our school community depends greatly on parents, relatives and community volunteers. To ensure HKM remains a safe environment for all students and volunteers, it is the policy of Hālau Kū Māna to require every volunteer who will be in direct contact with students for an extended period, and/or on a regular basis, to complete a volunteer information form available at the office. Volunteers must also have a TB test on file and authorize a criminal history record check annually before working with children. All this information is kept confidential in the principal's office.

RESOLVING COMPLAINTS AND CONCERNS

The following procedures are established to address complaints and concerns.

1. General concerns about other individuals should be addressed with that individual directly to try and resolve the issue, with professionalism and aloha. If the matter involves students, the students' teacher should be notified immediately.
2. If the concerns in #1 are not resolved, or if there are broader concerns, complaints, comments or suggestions, submit a written notification (including email) directly to the school principal that outlines and describes the issue. The principal will raise the issue with the school leadership team, who meets weekly, to review, problem-solve, address and respond to the issue. To allow sufficient time for processing and discussion, a response will be provided within 7 working days from receipt or original complaint. In some scenarios, the School Governing Board must address the concern/issue. If this is the case, a written response informing the complainant will be provided within 7 working days
3. Should the decision made in step #2 necessitate further consideration, a written notice should be provided to the Chair of the School Governing Board, who will take the matter up with the entire School Governing Board at its next scheduled meeting, provided it is received no less than 6 days prior to the next meeting. If the matter is received within 6 days prior to the meeting, the matter will be considered at the following meeting. At any time, the complainant may request for an update of their matter. Within 7 working days of the board meeting where the matter was discussed, a written response will be provided to the complainant.

At every step of this process, the person raising the concern/issue has the right to verbally express their concerns to the appropriate person and/or body of persons who are considering the matter.

DISCIPLINARY POLICIES and PROCEDURES

All haumana are expected to:

1. Foster a positive and supportive learning environment that allows each haumāna to learn and each kumu to teach free from unnecessary disruptions and distractions.
2. Accept instruction, reminder, redirection from the kumu at the time; discuss disagreements at an appropriate time.
3. Uphold all Ae Like values, adhere to rules and guidelines in Ohana Handbook, and do nothing that could possibly harm or disrespect self, others, or kula.
4. Be in class during class time and within boundaries at all times.

In order to maintain a safe and orderly learning environment for all, consequences will be applied when students choose to not meet behavioral expectations set forth by Halau Ku Mana, and not accept their kuleana as a member of our school community. The school has in place a process to help identify unacceptable behaviors that compromise the safety and well-being of all members of the HKM learning community. This applies to the classroom, on campus, at PBI learning sites, at school-sponsored events, and at non-school sponsored events/activities (including social media, texting, email, etc.) Since unacceptable behaviors have varying degrees, the school has 4 tiers that help to address these behaviors.

Tier 1

Offenses that violate school rules

Examples of infractions include, but are not limited to:

- Not following established rules
- Disrespect or disobeying authority (i.e. insubordination)
- Dishonesty
- Dress code violation
- Misuse of school property (laptop, tools, etc.)
- Mild disruption of learning environment (excessive talking, not on task, requires frequent redirection by teacher, etc.)
- Being in an off-limits area
- Cell phone use during class/school day
- Excessive tardies (to class or school)
- Class cutting/leaving class without permission
- Chewing gum on campus
- Eating in class (unless permission is given)
- Inappropriate language, gestures and materials such as: swearing, profanity, distasteful or offensive media materials including searching or viewing of videos that depict sex, drugs, alcohol and/or violence
- Possession of contraband items such as: laser lights, skateboards, roller skates, pocket bikes, portable radios, stereos, walkmans, MP3 players, DVD players, iPods, Bluetooth Speakers (Some items may be permitted for various instructional use, but must be done so with teacher permission and supervision)
- Possession of matches lighters and other incendiary devices

Consequences include, but are not limited to:

- Verbal warning
- Written incident report
- In-school restriction
- Malama Kuleana
- Repair/replacement of items misused or broken
- Restriction of school issued/personal electronics during school hours

Tier 2

Offenses that continue to occur despite to Tier 1 intervention/consequences, and/or whose seriousness/frequency disrupts the learning community

Examples of infractions include, but are not limited to:

- Escalated Tier 1 behaviors
- Ongoing/frequent class disruptions
- Disruptive conduct such as a show of defiance towards an adult or student, insubordination, disrespect
- Abusive language
- Truancy/walking off campus without permission
- Public display of affection

Consequences include, but are not limited to:

- Tier 1 consequences
- Mālama Kuleana
- School-level counseling
- Referral to external counseling
- Extended restriction time of school issued/personal electronics during school hours
- Referral to an administrator
- Ohana conference
- Behavioral contracts
- Suspension

Tier 3

Offenses that continue to occur despite Tier 1 and Tier 2 intervention/consequences, that pose a threat to self, others and/or the learning community, or are unlawful.

Examples of infractions include, but are not limited to:

- Serious acts of defiance, insubordination, physical assault or threatening a staff or student
- Physical presence where drugs or alcohol are being used, or evidence of use exists
- Possession or use of tobacco products - including electronic cigarettes, chewing tobacco
- Possession of drug paraphernalia
- Harassment, bullying or cyberbullying - written, verbal, graphic or physical
- Theft (Item value <\$100)
- Misuse of school issued electronic devices (Refer to Laptop Agreement)
- Trespassing
- Breaking and entering
- Sexual harassment
- Sexual misconduct (Including consensual sexual acts)
- Vandalism, graffiti, computer hacking (including connecting to a prohibited wireless network,
- Gambling
- Tampering of fire or burglar alarm
- Excessive absences

Consequences include, but are not limited to:

- Immediate referral to an administrator
- Suspension
- School service
- Community service
- Financial restitution
- School activities/events restriction
- Ohana conference
- Reporting offense to appropriate policing authority
- Dismissal from Halau Ku Mana

Tier 4

Offenses that pose a serious threat to self, others, and/or the learning community or are unlawful. Examples of infractions include, but are not limited to:

- Arson
- Assault
- Bomb threat
- Burglary
- Extortion
- Significant property damage
- Terroristic threatening
- Acts of violence (physical and non-physical violence)
- Possession/consumption/sale/distribution of illicit and intoxicating substances
- Possession/consumption/sale/distribution of illegal drugs
- Possession/threat/use of a dangerous instrument or weapon
- Theft (value >\$100)

Consequences include, but are not limited to:

- Immediate referral to an administrator
- Reporting offense to appropriate government authority including Child Welfare Services and the police.
- Dismissal from Halau Ku Mana

Kanawai and Mālama Kuleana Procedures

The purpose of the Kanawai and Mālama Kuleana system is to support the learning environment at Halau Ku Mana. In the school setting, makua and opio have the opportunity to develop the values of mālama, kuleana, and aloha kekahi i kekahi. Within the cultural, educational, and behavioral standards set by the school, the makua are responsible for defining the limits of the choices of the opio, such that the safety and opportunity to learn for all opio are not compromised.

Kanawai is defined as a rules or a system of rules that help establish and maintain order within. In the context of our school, Kanawai establishes a set of expectations and rules that enable a positive and supportive learning environment for students.

Kanawai Log

The Kanawai Log is used to document situations and instances where haumāna have not met behavioral expectations by actions that are contrary to our school ae like (i.e. breaks classroom kanawai or any other school rules). The log is used by kumu, student support staff, and administrators to customize student support that will encourage and enable the student to make positive behavioral changes.

Malama Kuleana

Literally meaning “to take care of one’s responsibility,” is our school-wide process and understanding that when students fail to adhere to established kanawai, including the school’s Ae Like, they will be expected to make pono (to correct) the hewa (wrong) they did. This comes in the form of Mālama Kuleana, an assigned amount of time (50 mins) and/or hana (assignments, tasks, labor, etc.) that the student who did the hewa will need to complete as part of the process to ho’opono (to make right) their situation.

In situations where reminders and redirection from a teacher, staff or administrator become ineffective or if the infraction warrants, Mālama Kuleana may be assigned to the student. Students will have 5 school days to complete the Mālama Kuleana. A copy of the Mālama Kuleana assignment will be sent home (via email or mail) to inform parent(s)/guardian(s) of the assigned Mālama Kuleana. Students who do not complete assigned Mālama Kuleana within the time allotted will be issued additional Mālama Kuleana as a result of non compliance. Failure to complete all assigned Mālama Kuleana by the end of each quarter may require the student to report to school during school recess to complete.

Ho’opono and Mihi

Receiving constructive feedback about behavior and attitudes is an important part of the learning process. All decisions lead to consequences and some are more positive than others. Learning, growth and improvement is the focal point of the disciplinary process. While Mālama Kuleana

offers an opportunity to give back it does not always ho‘opono (to make right) an incident. Students who receive Mālama Kuleana will also be required to mihi (to apologize) to the person(s) the hewa was done towards. In preparing to mihi, the student will reflect and process with the teacher, staff, or administrator who assigned the Mālama Kuleana the hewa. During this time, it is expected that the student will:

- Acknowledge their own responsibility in the hewa;
- Make the situation right, accept consequences and agree to do do what has been asked;
- Mihi for any harm caused; and
- Learn from the mistake and forgive self

Behavior Contracts

A behavior contract may be implemented as a result of excessive kanawai infractions and where multiple interventions and supports have been ignored. A behavior contract will outline goals for the student, actions to support the student and consequences if the goal(s) are not met. Consequences include, but are not limited to, loss of privileges, suspension and dismissal from Hālau Kū Māna.

Appeal Process (Due-Process)

Appeals in regards to Tiers 1, 2, 3 and 4 offenses can be taken to Halau Ku Mana Public Charter School's Administration within 5 calendar days of being notified of the offense. Any student or makua wishing to appeal shall follow the established process below:

1. All appeals must be made in writing and emailed or hand-delivered to the Poo Kumu's office within 5 calendar days of being notified of the infraction and subsequent consequence. Upon receipt, the Poo Kumu will have 5 calendar days to review, investigate, and respond to the appeal. Should additional time be needed to further investigate the offense, the Po'o Kumu will document the extension in writing and will have no more than a total of 10 calendar days to render a decision. For offenses that are within Tiers 1 and 2, the Po'o Kumu has the final decision.
2. For offenses categorized in Tiers 3 or 4 where the appellant may not be satisfied with the Po'o Kumu's decision OR if the consequence for an offense in Tier 3 or 4 was issued by the Po'o Kumu, the consequence may be appealed to the school's Governing Board chairperson within 3 days of being notified by the Po'o Kumu (in writing or verbal) of the consequence.
3. Upon receipt, the Chairperson will review the offense and forward to all members of the Board for further review, upon which the appeal may be placed on the agenda for the following meeting or a special meeting called.
4. A decision will be made to the 'ohana and student within 30 days from the date of the School Governing Board meeting that the appeal is addressed. In situations where a suspension or dismissal from Hālau Kū Māna is the given consequences, the student may remain and attend school daily during the appeals process *provided that* he/she does not pose a direct threat or harm to him/herself, students, faculty and staff and the learning community.

SCHOOL SEARCHES AND SEIZURES

Students have a legitimate expectation of privacy at Hālau Kū Māna and during HKM supervised activities, on or off HKM property. Their expectation of privacy extends to their persons and personal effects as well as HKM property assigned for their individual use. HKM officials shall respect and uphold these privacy rights of students. Hālau Kū Māna has an equally legitimate need to maintain order and an environment where learning can take place. In fulfilling this legitimate need, HKM officials may on occasions need to carry out searches and seizures on HKM premises or HKM-supervised activities. As a general policy, such searches and seizures are permissible only when the health or safety of a person or persons would be endangered if a search or seizure is not carried out by HKM officials. Searches and seizures conducted by a minimum of 2 school officials, one being a school administrator, unless it is an emergency situation prompting immediate action necessary to protect the health, safety and well-being of the learning community.

Conditions

Conditions under which searches and seizures may be carried out - Searches and seizures may be carried out by school officials when all of the following conditions are met:

- (1) At the time of the search there are reasonable grounds to suspect, based on the attendant circumstances, which the search will turn up evidence that the student or students have violated or are violating either the law or the student conduct prohibited.
- (2) The manner in which the search is to be conducted is reasonably related to the purpose of the search and not excessively intrusive in the light of the student's age and gender and the nature of the suspected offense.
- (3) Unless the health or safety, or both, of an individual is in jeopardy, the student who will be subjected to a search shall be informed of the purpose of the search and shall be given an opportunity to voluntarily relinquish the evidence sought by the school official.
- (4) The Po'o Kumu or designee of HKM shall be informed by the HKM official who will conduct the search that a search is to be conducted and of the purpose of the search unless it is an emergency where prompt action is necessary to protect the health or safety of a person or persons.
- (5) If more than one student is suspected of committing a violation, then the HKM official conducting the search shall start with the student most suspected of having the item which is related to the purpose of the search.

Applicability

The provisions of this policy shall apply to all students enrolled in the Hālau Kū Māna Public Charter School during the regular school year or summer session regardless of age

SAFETY KĀNĀWAI

The following are a set of ground rules that all students are expected to adhere to while on campus and on school-related, offsite activities. It should be understood that these rules are foundational and where appropriate staff may determine stricter rules.

General Expectations

Protecting the safety of our ‘ōpio is the highest priority for staff at Hālau Kū Māna who provide supervision from 7:30 am. to 3:30 p.m. We expect all students to follow these guidelines to ensure the safety of themselves and their entire learning ‘ohana.

- 1) No running, fighting, or horseplay anywhere.
- 2) Outdoor assignments on HKM campus and project-related activities require:
 - Tabis
 - Shoes
 - Appropriate dress for the task or assignment (to be determined by the kumu)
 - Stay within the designated area (Makua will clearly set boundaries)
 - Protective clothing, mosquito repellent, and sunscreen as needed
 - Water in a water bottle
- 3) No personal tools are allowed on campus.
- 4) At no time is a student allowed to handle HKM tools or knives without proper safety orientation, approval, and supervision by a kumu.
- 5) The following are off limits to all ‘ōpio during school hours without proper authorization:
 - Sitting or climbing on safety or guard rails along walkways and stairs.
 - Van Parking Lot
 - Back trails in the bushes
 - Climbing trees or poles.
 - Top of the bank of the stream
 - In the stream
 - Outside of the designated campus area
 - On the street except when leaving campus
 - All residences in the area
 - Anywhere outside of the designated supervision zone or classroom space
 - Respect the boundaries set forth by the Hawaii Nature Center
- 6) Students should keep hydrated, especially when working outdoors. They should bring a water bottle to school daily, as there are water coolers in classrooms.
- 7) Students should remind their kumu of any allergies (i.e. to insect bites) prior to any outings.
- 8) Students must ask a kumu for permission before leaving the classroom or designated/assigned area. Choosing to leave class without a pass may be considered cutting class and appropriate consequences will apply.

Safety Kānāwai – Makiki Site

1. Stay out of the stream!* This includes anywhere on the bank face, in the stream, even an inch below grade of our campus, unless it involves an activity for a class or project and authorization has been granted by kumu.
2. Stay off the street!* This includes anywhere ‘Ewa of the campus. Makiki Heights Drive is extremely dangerous as there are cars speeding up and down the hairpin turn.
3. Stay within the boundaries! The boundaries of the school is delineated at the end of the rock wall on the makai end of the campus and the Hālau on the mauka side of the campus...the edge of the stream bank on the Maunalaha side of the campus and the property line on the ‘Ewa side of the campus. Anywhere outside of that zone is considered out of bounds.

*‘Ōpio found in violation of this will be sent home immediately and will result in a Tier 2 offense resulting in an immediate 1 day suspension, which may include, but is not limited to: in-school suspension; under supervision of makua from home; possible Saturday School and/or Mālama Kuleana; parents informed, and a reflection paper (details will be communicated at the time of suspension).

Drop Off and Pick Up

The designated drop off and pick up location for Hālau Kū Māna is Ka Lae, the large open area just below the elementary classroom. The chains will open at 7:30AM and be locked at 4:00PM. To minimize traffic congestion, drop off and pick up are not allowed by the main gate or by Makiki Heights Drive turnaround.

Accidents and Incidents

1. ‘Ōpio should notify a kumu immediately of an accident or incident.
2. An incident form must be filled out by the kumu who witnessed the event or was first notified of an ‘ōpio injury or accident. The form must be filled out immediately and handed to the Po‘o Kumu the day of the incident. In the event that the Po‘o is not available on the day of the incident, give the completed report to the School Administrator.
3. For any serious injury, including broken bones, excessive bleeding or head/neck/spinal injuries, where health professionals are to be called, Po‘o Kumu is to be immediately notified and investigation to be handled immediately.
4. Contact between the school and home will be made the day of the incident. For any serious injury, including broken bones, excessive bleeding or head/neck/spinal injuries, contact will be made by a staff member immediately.

Medical Emergencies

The school does not have any registered nurse and/or medical assistant on staff. Depending on the severity of the injury or illness, the school will respond appropriately. School personnel are not authorized to provide any medications, prescription or over-the-counter. The school will not store any medications. All daily medication should be administered at home.

Water Safety

All project teachers who will be taking their students to places and activities involving water must pass First-Aid and CPR training prior to taking their students on these activities. Water activities shall include ocean, beach, stream and fishpond work. HKM will have an in-house trainer or will contract an instructor from the American Red Cross.

All beach activities will take place at City and County Life Guarded beaches. Off-limits beaches, in accordance with DOH and DOE rules, are as follows: Sandy Beach, Makapu‘u, and Yokohama Beach, as well as Alan Davis, and any beach without a City & County Lifeguard stand present and occupied.

For all activities involving water, there will be a minimum of 2 staff members. The following supplies and actions are required:

- 1 lifeguard rescue tube (soft)
- 1 first aid kit
- A safety briefing prior to the activity
- One HKM staff member must check in with the City and County Life Guard and inform them of the following:
 - School/group name
 - Number of students and staff
 - Nature of activity
 - Length of the activity
- Check out with the Lifeguard upon departure

School Bus Safety

All procedures regarding School Bus Safety must be followed. This may include but is not limited to: ensuring all ‘ōpio are in seatbelts; all hands and arms remain inside the vehicle; operating the bus as instructed during driving safety class; pre and post-trip inspections are completed.

STUDENT INFORMATION

Privacy of Student Information

As employees of a public school, all teachers and staff must protect student privacy with respect to grades and other student information, according to The Family Education Rights and Privacy Act (**FERPA**). The purposes of FERPA are twofold: to ensure that parents have access to their children's educational records and to protect the privacy rights of parents and children by limiting access to these records without parental consent.

What does this mean for the classroom?

Grades and all “education records” are confidential and should be treated as such at all time.

- Under no circumstances are grades to be read out loud by the teacher to the whole class.
- Grades may not be posted with information that identifies individual students (using their names, social security numbers, phone numbers, or other publicly identifying mark.)
- If posting grades, you must give students a code that only they know. Do not arrange the class list alphabetically.

Confidentiality Policy

It is HKM's policy to protect its property and personnel, and student information. No confidential information pertaining to staff or students will be released without expressed permission, except where necessitated by law. Permission must be granted by the Executive Director or the Po‘o Kumu. To ensure the confidentiality and safekeeping of company records, HKM only permits current employees to view their personnel files during regular business hours. The willful disclosure of HKM confidential information during or after termination of employment constitutes a violation of HKM policy and may result in disciplinary action up to and including discharge for current employees and/or legal action for both current and former employees. Information that must not be released to people outside HKM includes, but is not limited to, the following: ‘Ōpio and Employee lists and any information related to their contacts; ‘Ōpio records; Personnel files.

What are education records?

“Education records” include “all instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.”

The transcript of a hearing is an education record for purposes of Section 504. Due process decisions are education records. Tapes of IEP meetings are education records as are IEPs. Letters between parent and school are education records.

What are the parent's rights to inspect and review education records?

In accordance with FERPA, parents, guardians, and eligible students (age 18 and over) have the right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents, guardians, or eligible students should submit to the Po‘o Kumu a written request that identifies the records(s) they wish to inspect. The Po‘o Kumu will

make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.

This right to “inspect and review” includes the right to have copies of records and to receive explanations and interpretations from school officials. Agencies must comply with requests to inspect and review records within forty-five days. Destruction of records violates the parents’ rights of access; however there is a timeline for which records are stored. Please see Registrar for more information.

Copies of records must be provided to the parent if failure to do so would prevent the parent from exercising the right to view records. The first copy is free. Schools may charge reasonable copying fees for subsequent copies unless the fee would “effectively prevent” the parent or student from exercising the right to inspect and review the records. Fees may not be charged for searching and retrieving records.

Release of Student Records

Release of student records for transferring schools or for college applications will occur within 7 working days of receipt of a written request, so long as all outstanding monies owed to Hālau Kū Māna are paid in full. This includes, but is not limited to, outstanding balances for school uniforms, lunches, shuttle and/or field trip fees.

Should there be any outstanding Mālama Kuleana, detention, study hall, etc., the release of records (for transferring students and seniors for college), report cards, diplomas (for seniors), and transcripts will not occur until all outstanding hana is made up.

‘Ohana Conferences

‘Ohana Conferences are designed to allow one-on-one time between parent and kumu to discuss ‘ōpio progress. It also allows time for specific issues or concerns to be discussed and to develop individual educational plans for each ‘ōpio to be successful and to “Kulia I Ka Nu‘u” strive for the highest level of achievement. Parent participation in your child’s education is essential. ‘Ohana Conferences are MANDATORY for parents to attend per the commitment to the ‘Ae Like. ‘Ōpio are encouraged to attend, however, their attendance is optional. ‘Ohana Conferences may be scheduled by the kumu or requested by the student’s ‘ohana.

ACADEMICS

Promotion and Retention Policy

In grades 4-6, promotion within grades shall include consideration of:

1. The student meeting proficiency by the end of the school year in the four content areas of:
 - Language arts,
 - Mathematics,
 - Science
 - Social studies, and
2. The student meeting or approaching proficiency in all other content area grade-level benchmarks.

Grades 7, and 8 students shall earn promotion based on the student:

1. Demonstrating satisfactory progress each year for identified grade-level benchmarks for the core content areas:
 - Language arts
 - Mathematics
 - Science and
 - Social studies and
2. Passing four core courses in each grade to be promoted to grade 9.
 -

High School

1. In grades 9 through 12, students shall earn promotion and their high school diploma based on:
 - Demonstrating satisfactory progress for identified grade-level benchmarks,
 - Receiving credits for courses taken and accumulating the appropriate amount of credits for promotion to the next grade level:

Grade Level	# of Credits to be Promoted
9	5
10	11
11	17

- Meeting all credit requirements for graduation (see table below).
2. Students in an Individualized Prescribed Program (IPP) shall be promoted to each grade level along with their peers and earn a Certificate of Completion.

Graduation Requirements

CONTENT AREA	TOTAL CREDITS REQUIRED FOR GRADUATION
English	4.0 credits including: <ul style="list-style-type: none"> ● English Language Arts 1 (1.0 credit); and ● English Language Arts 2 (1.0 credit); and ● Expository Writing (0.5 credit)
Social Studies	4.0 credits including: <ul style="list-style-type: none"> ● Modern History of Hawaii (0.5 credit); and ● Participation in Democracy (0.5 credit); and ● U. S. History (1.0 credit); and ● World History (1.0 credit)
Mathematics	3.0 credits including: <ul style="list-style-type: none"> ● Algebra 1 (1.0 credit); and ● Geometry (1.0 credit) or (e.g., two-year integrated Common Core course sequence)
Science	3.0 credits including: <ul style="list-style-type: none"> ● Biology 1 (1.0 credit); and ● Laboratory Science electives (2.0 credits)
World Language (Hawaiian Language)	2.0 credits
Physical Education (Hula)	1.0 credit
Health	0.5 credit
Personal/Transition Planning	0.50
Electives (Hawaiian Language, Fine Arts (Hula) Technical Education, additional Math and Science classes)	6.0 credits
Senior Project	1
TOTAL CREDITS	25.0 credits

Graduation Eligibility

Students will be allowed to participate in graduation ceremonies if they:

1. meet all the requirements for a diploma or certificate
2. have fulfilled all of their financial obligations to the school; and
3. meet other conditions, established by the School, which meet standards of clarity, reasonableness and justifiability.
4. Soon-to-be-graduates spend a week in preparation for their graduation ceremony. The graduates present their mo‘okūauhau (genealogy) and hula while kumu and parents honor each student with lei hulu (feather leis) which takes a considerable amount of time and learning to complete.

Graduation Accolades

In addition to meeting the requirements for the Hawaii High School Diploma, the following must be met with a cumulative GPA of 3.0 or above:

Academic Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
- Two credits minimum must be from AP/IB/Running Start courses (equivalent to credits for 2 college courses).

CTE Honors:

- Completes program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).
 - Earn a B or better in each required program of study (coursework)
 - Meet or exceed proficiency on performance-based assessments for corresponding program of study
- Completes one of the following written assessments for the corresponding program of study:
 - Earn at least 70% on each end-of-course assessment
 - Earn a nationally-recognized certificate
 - Earn a passing score on a Dual Credit Articulated Program of Study assessment

STEM Honors:

- 4 credits of Math: The 4th credit beyond Algebra 2 must be earned via a combination of the following half-credit courses (or equivalent IB math courses): Algebra 3, Trigonometry, Analytic Geometry, Pre-Calculus.
- 4 credits of Science: Of the four credits, one credit must be in Biology 1 (or equivalent IB Biology; or AP Biology courses); and the other three credits must be lab-based science credits.
- A STEM Capstone/STEM Senior Project.

Valedictorian Designation

Graduating seniors will be declared valedictorian if the following criteria has been met:

- Cumulative GPA of 4.0; and
- Earned and met the requirements of one of the Honor Recognition Certificates

If there are no seniors who meet the above requirement, the senior(s) who has achieved the highest cumulative GPA of *no less than* 3.8 will be declared the valedictorian.

Due to the small size and limited course offerings of our school, students who are genuinely interested in pursuing one of the honor tracks above should speak with the school counselor as soon as possible so that a plan can be developed to enable his/her ability to achieve one of the accolades.

Bell Schedule

Time	Monday - Thursday	Time	Friday
8:30 a.m. 8:45 a.m.	WEHE	8:30 a.m. 8:45 a.m.	WEHE
8:50 a.m. 9:45 a.m.	PERIOD 1	8:50 a.m. 9:45 a.m.	PERIOD 1
9:50 a.m. 10:45 a.m.	PERIOD 2	9:50 a.m. 10:45 a.m.	PERIOD 2
10:50 a.m. 11:45 a.m.	PERIOD 3	10:50 a.m. 11:45 a.m.	PERIOD 3
11:45 a.m. 12:15 p.m.	LUNCH	11:45 a.m. 12:15 p.m.	LUNCH
12:20 p.m. 1:15 p.m.	PERIOD 4	12:20 p.m. 1:15 p.m.	PERIOD 4
1:20 p.m. 2:15 p.m.	PERIOD 5	1:20 p.m. 1:30 p.m.	PANINA
2:20 p.m. 3:15 p.m.	PERIOD 6	1:45 p.m. 3:30 p.m.	Kumu Halawai
3:20 p.m. 3:30 p.m.	PANINA		

Wehe and Panina

Wehe and Panina, opening and closing respectively, are a part of the school day. On-time attendance at these all school assemblies is required, as such the attendance policy will apply.

LĀ ‘OHANA

Lā ‘Ohana are mandatory school days that are designated on the school year calendar. There are a total of four (4) Lā ‘Ohana days, one per quarter. For each, the student and at least 1 family member are expected to attend. Each Lā ‘Ohana takes on a theme and activities are designed around that theme. It is also an opportunity to display student work, witness hō‘ike (student performance/presentations), and engage in relevant and meaningful learning experiences.

