



Staff Huaka'i—Beach Clean Up at Mo'omomi Beach, July 2018

Kualapu'u School: A Public Conversion Charter *Kula Kaiapuni o Kualapu'u*

July 8, 2019

Staff Handbook

This handbook belongs to:

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**Nurturing our Children to Thrive in an
Ever Changing World**
E ola nā pua i ke ao huli au

July 2019

Aloha Kualapu'u Faculty and Staff,

The purpose of this handbook is to provide our employees guidance on the operations, policy, and procedures for being a successful employee at Kualapu'u. This handbook is a working and living document that will be reviewed to reflect the needs of the school. Therefore, this handbook may not have everything you need to know, but is targeted to the information most employees need to know. However, this handbook is not intended to repeat information or override federal, state laws, and employee union contracts. Other sources of information are the Ho'okako'o local school board website, the Hawaii Charter School Commission website, as well as the Hawaii Department of Education and Board of Education website. I hope that you will keep this handbook close by in the event you need information about working in our school. Please note that the procedures and policies within this handbook are subject to change as needed. We need YOU, our staff, to be safe, responsible, and productive to nurture our children to thrive in an ever-changing world.

Thank you in advance for your strong work,

A handwritten signature in black ink, appearing to read "Lydia M. Trinidad".

Lydia M. Trinidad
Principal

Kualapu'u School: A Public Conversion Charter

KUALAPU'U SCHOOL MISSION AND BACKGROUND:

Our Mission: Kualapu'u School's mission is to build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the 'uala, withstand adversity and thrive in an ever-changing world.

Historical Background: Kualapu'u can literally be translated as "sweet potato hill." However, it was also known in ancient times as Kualapu'e. The word "pu'e" means "...hill, as of sweet potatoes; dune; to hill up." A widely known method of farming potatoes is to "hill up" or "furrow" the soil directly upon the potatoes, not only during planting, but also throughout the cultivation of the crop, right up until harvest. This act of "piling up dirt" onto the plant, or anything for that matter, may seem detrimental to some. However, in the case of the potato, and especially the sweet potato, this actually provides not only more nutrients to the plant, but also more growth media, or growing room, so the potato can grow even larger and sweeter. With that in mind, one can see that the symbolism with regard to children (and other similar scenarios) can be very interesting and enlightening.

In the district of Pala'au, the most vast and productive sweet potato fields existed in Ho'olehua, Nininiwai, and Manowainui. The caterpillar was important to the ancient farmers of central Molokai. When the sweet potato vines spread and covered the field, men would perform a ceremony that utilized the ku'i pe'elua in the dance to imitate the caterpillars. The outcome of the ceremony attracted multitudes of caterpillars onto the sweet potato fields. The voracious appetite of the worms would devour all the sweet potato leaves of the fields leaving only the barren vines. This caused the strength of the plant to center upon the root, and caused the sweet potato to become gigantic in size when harvested.

--- John Ka'imikaua

Molokai was known by several famous names, such as Molokai Nui A Hina (Great Molokai of the Goddess Hina) and Molokai Pule O'o (Molokai of Powerful Prayers). In relation to the Kualapu'u area comes the name Molokai 'Ai Momona (Molokai, Land of Plenty). Literally, "'ai momona" means to eat of the fat of the land. In ancient times, Molokai was constantly the main cause of wars between kinds and chiefs, primarily because of its productivity—it could well feed the populations of not only its own inhabitants, but also of neighboring islands. This is why the chiefs of Oahu and Maui, and even those as far away as Hawaii and Kauai, would constantly fight over Molokai. The "bounties" of Molokai included three things:

- Fishponds (on the south and southeast shores);
- Taro (from the northern valleys);
- Sweet potato (from Pala'au area, which includes Hoolehua and Kualapu'u).

In ancient times, the land was not measured for its features or location, but by what it could produce and sustain. Therefore, Molokai, though not the largest, most beautiful, or most popular of the islands, was the richest of all the islands.

HISTORY OF KUALAPU`U SCHOOL

Kualapu'u School is an elementary school that serves students from pre-kindergarten through sixth. The school opened in 1966, 50 years old, and has served many generations of families from the central Molokai area. The school has experienced many significant changes in its history. Major changes included accepting redistricting of the school attendance areas and demonstrating curricular flexibility to meet the needs of its student population. The school was redistricted to include additional students from Manila Camp in the 1987-1988 school year, and became the first school to adopt the "year round" school calendar. In addition, the school became the designated Hawaiian Language Immersion elementary school for the island in 1993-1994.

Most significantly, the school converted from a traditional DOE public school to become a public conversion charter school in June 2004 under the non-profit organization Ho'okako'o Corporation. Kualapu'u School is the only charter school on the island of Molokai. A detailed Implementation Plan was submitted to the Board of Education after two years of study. Since becoming a charter school, it has become a school in "good-standing" out of "restructuring" based on No Child Left Behind requirements in 2008-2009, opened a pre-kindergarten program for four year olds in August 2009, and has expanded the school day for an hour longer than traditional DOE elementary schools beginning 2010-2011. The school also has engaged in site-based negotiations with the Hawaii State Teachers Association. The school also earned Initial Accreditation with the Western Association of Schools and Colleges in June 2013, and was most recently accredited with a seven year term in June 2016.

Current 89% of students are of Hawaiian ancestry and 86% qualify for free-reduced lunch status, and our community has continued to remain supportive of the school and its initiatives. Enrollment continues to fluctuate due to lack of employment opportunities for families. Families have had to move to another island or the mainland. Despite the loss of enrollment, the school continues to be the largest elementary school on the island, and only second in enrollment to Molokai High school.

The school is physically situated in a quiet residential area in the central part of the Island of Molokai. It is primarily made up of four locales: Kualapu'u, Kalae, Ho'olehua, and Kalamaula. Kualapu'u School was built in 1966 in what were pineapple fields owned by the Molokai Ranch and leased to the Del Monte Company. The school was first opened as the community school in 1966.

Molokai is a small, isolated community with approximately 7,400 people. It is viewed by many as one of the few remaining hubs of Hawaiian culture. On the other hand, the 2010 Census Proximity Report presents demographics that are far less attractive than the state average and presents a declining percentage compared to the 2000 census.

The primary ethnic groups (some residents are represented more than once due to mixed ethnicities) on the island are Native Hawaiian/Part Hawaiian (62%), Asian/Part Asian (42%), and Caucasian/Part Caucasian (29%). Approximately 15% of the adults in the community have less than a high school education, and only 20% are college graduates. Molokai continues to have the highest unemployment rate in the State, worsened by the closure of Mycogen Seeds and the lay off of about 100 employees in 2018. Concurrently, goods and services are more costly here than in most places in Hawaii. Access to the other islands is cost-restrictive for many of the families, due to the high cost of transportation (air and ferry). To illustrate the cost of transportation, as of June 29, 2012, a gallon of

unleaded gas was \$5.39. Gas prices have dropped to \$4.97 as of April 7, 2018, however is still \$1.50 more than Oahu prices.

Student Demographics: The majority of Kualapu`u's students are of Hawaiian or Part-Hawaiian ethnicity coming from Kualapu`u, Kalae, Manila Camp, Kalamaula, and Ho'olehua Homestead areas. There are very few serious discipline problems among the children, and average daily attendance has been close to the state expectation of 95% for the past four years. Although there are minimal serious discipline problems, classrooms continue to experience low level social, emotional and behavioral students needs that pose a challenge for Tier 1 instruction. As for attendance, our students tend to like school as evidenced by attendance. For 2014 -15, the daily attendance rate is 94.6%. The school also received the full readiness criteria in the Strive Hi system of 20 of 20 points for having 11% or less in chronic absenteeism. In school year 2016-2017, the school's chronic absenteeism had dropped to 7%, well-below the state average of 13%. The school's daily attendance rate for 2016-2017 is 94.9%

The number of children at Kualapu`u School for the 2016-2017 school year was 328 students. In 2017-2018, our official enrollment is 338 students. The total also includes 18 of our PreK students (4 year olds). Approximately 86% of the children receive free or reduced-cost lunch. The school's overall enrollment has been reduced by 20% since 2010-2011. It is possible that the school's enrollment indicated increase mobility because of the lack of employment opportunities on the island. Yet, Kualapu`u remain the largest elementary school on the island.

VISION STATEMENTS

Kualapu`u School has both the English speaking program and the Hawaiian Immersion language program, and both programs have complimented and supported each other’s instructional vision. However, through discussion, outcomes of the school’s strategic plan, the school recently acknowledges the need and the desire to have a mission and two supportive visions of how we work with our students and our community.

Kualapu`u School’s mission is to build a strong foundation for lifelong learning so with proper nurturing our keiki will be able to discover and grow, develop skills and confidence, and, like the ‘uala, withstand adversity and thrive in an ever-changing world.

Nurturing our Children to Thrive in an Ever Changing World
E ola nā pua i ke ao huli au

<p>English Speaking Program--Students from Kualapu`u School students will:</p> <ul style="list-style-type: none"> ● Exhibit the rigorous outcomes expected by the Common Core Standards in a learning environment, ● Be instructed by curricula that is researched and outcomes based, and ● Learn in a safe and positive learning environment that promotes the Hawaiian and all other cultural values needed to thrive in an ever changing world. 	<p>Hawaiian Language Immersion Program Students from Kula Kaiapuni o Kualapu`u will:</p> <ul style="list-style-type: none"> ● Become proficient in the Hawaiian language through instructional practices that are culturally appropriate, researched, and outcomes based, ● Exhibit the rigorous outcomes expected by the Common Core, ● Learn in a safe and positive learning environment embedded in Hawaiian cultural values, protocols, and language.
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INDICATORS OF STUDENT SUCCESS

Kualapu`u has agreed upon Student Indicators of Student Success that are:

- Relevant to the development of the whole child;
- Clear and measurable;
- Meaningful and respectful to students, school personnel, families and community; and
- Used to research, plan, develop, and evaluate school decisions and programs.

Kualapu`u Indicators of Student Success include the following outcomes for students:

- Improvement of grade 5 and 6 students based on school data and/or state assessment in writing.
- Improvement in grades 5 and 6 on Hawaii State Assessment in reading and math as the exit grades for Kualapuu; and
- Improvement in reading and math in the Hawaiian language of students in grades 3 and 4 as measured by Hawaii state assessments (currently known as KAEO).
- Improvement of students in grade 3, 4, 5, 6 on Hawaii state assessments in Reading and Math Tests (currently Standards Based Assessment).

- Ike Hawaii cultural and performance competencies/values as developed and defined by the school plan.
- Health and wellness competencies/values as developed and defined by the school plan.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES— Accreditation

Kualapu`u is an accredited school through the Western Association of Schools and Colleges (WASC). The school earned a full seven year accreditation from 2016-2023. Through the school’s self-study, with validation and support of the WASC visitation team, the school has outlined several priority areas of improvement. These areas and themes guide the school’s actions and action plans.

1. Determine the most effective intersection and integration of the English and HLIP programs, and explore the impacts of this on the school-wide identity, whole child values, and vision.
2. Develop and implement a plan to integrate science content and skills across all grade levels.
3. Improve transparency and communication between governance, administration, staff, and constituents (i.e. Team Leads, Google Drive, LAP meetings). Efforts should be made to engage stakeholders, including staff, parents and students, when appropriate, in discussions surrounding larger school issues, such as budget or prioritizing school programs
4. Develop and implement a comprehensive educational plan, including aligned curricula and instructional initiatives, learning outcomes, and scheduling, connected with the professional development plan (see Goal #5) to support improved student achievement.
5. Develop and implement a staff/faculty professional development plan to improve student achievement, including a process to monitor the integration of professional learning into practice.
6. Develop and implement a long-term financial sustainability plan, including staffing, to ensure the continuation of innovative and successful programs, such as pre-K, ELT, `Ike Hawai`i, technology and the arts.
7. Develop a comprehensive facilities study (not in accreditation action plan.)

ʻIKE HAWAII INITIATIVES AT KUALAPUU SCHOOL

MORNING ROUTINE AND PROTOCOL

Special Note: The explicit use of Ike Hawaii (Hawaiian language, knowledge, practices, and culture) is used as the overarching theme/strategy to unify the school between the English and Hawaiian language programs. As one school, with two language programs, we want to address our Accreditation Goal #1 and impact the school-wide identity, whole child values, and vision using Ike Hawaii. The following are a list of initiatives. Some are new, some have been long standing traditions at Kualapuu.

Starting in 2017-2018 School Year, students will be greeting each day with the morning *piko* which includes a Hawaiian chant and Hawaii PonoʻI (state anthem) at the opening of the school day. The student– Oli Kahea will be taught to all students.

Note: All staff are expected to participate in the morning routine. There are exceptions granted to employees for not participating in the morning routine for constitutional reasons. However, employees are expected to continue to supervise students, even during the morning protocol. Please see your school principal for staff exceptions.

Mele Kāhea (Students)

Kū ana mākou ma Puʻu ʻEleuē
Hoʻopulu ʻia e ka ua Hehi-ka-ʻuala
Aia i hea ka ʻuala Lanikeha e wili ai ka lei
kālina?

Aia i hea ke kaupoku o ʻAikaʻao e hoʻomalū ai
nā kupa?
Aia i hea ka moena pāwehe Wai-pili-hoa o
ʻĪloli, i ʻulana hemolele ai?
He leo, he kānaena e hōkiokio nei ka makani
Keahakeʻe
E ō mai, e ō mai, e.

Here we stand at Puʻu ʻEleu (Hill)
Soaked by the Hehi-ka-ʻuala rains
Where are the sweet potato vines of Lanikeha
fashioned into lei?
Where is the covering of ʻAikaʻao that offers
shade and protection to the people?
Where are the fine Wai-pili-hoa patterned mats
of ʻĪloli, woven to perfection?
It is a voice, a prayer like the Keahakeʻe windʻs
whistling entreaty
Look to us, hear what we say

Mele Komo (Staff)

Mōhala ka pua nā'ū o Mahana
E wili ai i lei no Hā'ā
Kāhelahela nā māla 'uala o Pāka'a
O nā mala 'uala e 'ohi 'ia ana e Kuapāka'a
Nu'a moena 'a'ala i ka laua'e no Nēnēhānaupō
mai
E moani ke 'ala o ka makani Pulu'ea
Hāmama ka 'īpuka o Ha'eha'ekū
Ke po'o kūnou 'ole ke ma'alo

Komo mai, Komo mai i loko o Hālaulani
Komo mai e ho'omaha e

The nā'ū 'uala flower of Mahana blooms
to fashion a garland for Ha'ā
The 'uala fields of Pāka'a are flourishing
Those harvested, indeed, by Kuapāka'a
Stacks o laua'e scented mats from Nēnēhānaupō

The fragrance of the gentle Pulu'ea winds waft
by Ha'eha'ekū's gateway stands open
Even for hose with heads held up as they pass.

Enter, enter into the sacred learning place
Enter in and rest.

ADDITIONAL IKE HAWAII INITIATIVES

Ike Hawaii Resource Teacher – The school has budgeted for a “Ike Hawaii” teacher to help students learn about Molokai’s wahi pana (special places). Instruction and learning focuses on mele, ‘oli, and stories about wahi pana. Field trips for each grade level are organized at the end of every year.

Staff Huaka’i – As part of the profession development for staff, a field trip for staff to visit Wahi Pana (special places) is arranged at the beginning of every semester. It is hope that ALL staff will also know of Molokai’s special places.

Ike Hawaii Huaka’i (Fieldtrips) – Each grade level from Kindergarten through Grade 6 with have a year end field trip coordinated by our Ike Hawaii teacher. Field trips are typically scheduled in May.

Makahiki -- The Makahiki season is the ancient Hawaiian New Year festival, in honor of the god Lono of the Hawaiian religion. It is a holiday covering four consecutive lunar months, approximately from October or November through February or March. At Kualapuu, the PE department prepares and coordinates our students for Molokai’s Makahiki Games in which elementary schools across the state gather for competition on selected Hawaiian games and sport. The Makahiki games are usually held in latter part of January every year.

May Day – May Day is a annual traditional celebration of student performances. A Hawaiian theme is chosen, and song and dance are selected to match the team. Each homeroom/grade level is expected to perform. Teachers who need support in selecting and teaching a song/dance are encouraged to ask for help from the May Day committee. The May Day celebration is also celebrated by having s Royal Court made by students representatives. It is considered an honor to be selected to be on the May Day court.

Piko -- Definition: 1. Navel, navel string, umbilical cord. Fig., blood relative, genitals. ... Mō ka **piko**, moku ka **piko**, wehe i ka **piko**, the navel cord is cut [friendship between related persons is broken; a relative is cast out of a family].

Implementation of Piko Ceremony at Kualapuu -- 2. At Kualapuu, we start the day with a Piko Ceremony, where each class meets in our center courtyard at 7:45am to start the school day all together. We begin with announcements and recognitions. The actual piko ceremony starts with a student led ‘oli, followed by the staff ‘oli which welcomes the students. The principal will welcome the students by naming the date/day/month, and share a manao or oleo noeau. Other staff will be asked to lead the staff ‘oli.

Staff Hula – All Staff are invited to learn the staff hula which is performed at May Day. The May Day performance is part of the teacher professional development to learn by watching and doing. (Ma ka hana ka ike)

**KUALAPUU SCHOOL CURRICULUM AND INSTRUCTIONAL STRATEGIES
FOR BOTH ENGLISH AND HAWAIIAN IMMERSION PROGRAMS**

<p>English Language Arts</p> <p>Reading: PreK & Kinder</p> <ul style="list-style-type: none"> • Success for All, full day, thematic unit implementation <p>1st Grade -</p> <ul style="list-style-type: none"> • Success For All - Leveled groups, Walk to read model (daily 90 min lessons) • Readers Workshop for advanced readers <p>Grade 2, 3, 4, 5, 6</p> <ul style="list-style-type: none"> • Readers' Workshop, Units of Study <ul style="list-style-type: none"> • Daily lessons (45-60 mins) • Mini Lessons • Student conferring and small groups • Student independent choice reading • Word Work <ul style="list-style-type: none"> • Foundations - Orton Gillingham approach (Grades 2-3) <p>Hawaiian Language Arts (Makau`olelo)</p> <p>Reading:</p> <ul style="list-style-type: none"> • K-6: Foundations and Framework, Readers Workshop 3-6 (Mini-Lessons, Student Conferring and small groups, Student independent reading), Hawaiian grammar <p>(New for 2019-2020) HALI'A -- Hawaiian Arts Literacy Integration Approach</p> <ul style="list-style-type: none"> • Using Hawaiian arts to encourage and support literacy instruction. 	<p>Social Emotional Learning (SEL):</p> <p>PreK - 6: Success For All, Getting Along Together</p> <ul style="list-style-type: none"> • PreK - K: full day integration throughout SFA curriculum • Grades 1-6 <ul style="list-style-type: none"> • 2 week kick start • Weekly lessons (30-45 mins) • Weekly Class Council (30-45 mins) • Problem Solving Strategies • Trauma Informed Initiatives (New for 2019-2020, 2nd year, full-implementation) <p>Other Whole School Curriculum Initiatives:</p> <ul style="list-style-type: none"> • Ike Hawaii cultural education for all students— see page 12) • Daily Physical Education/Ho`oikaika Kino for K-6; Project Puolo also involves measuring students Total Fat % and Body Mass Index at the beginning of the year and end of the school year. • Visual Art and Library classes for all students • Science - <ul style="list-style-type: none"> • FOSS Science (1-2 lessons weekly) • Next Generation Science Standards • teachers are using Digital Bus and integrating place-based science (Science/ Epekema)
<p>Math/Pili Helu(English & Hawaiian Programs)</p> <p>PreK - 6: Everyday Math</p> <ul style="list-style-type: none"> • Spiraled Curriculum • Gradual release of responsibility • CCSS Aligned • Tactile/hands on learning • Daily lessons (45-75 mins) 	<p>Writing (English and Hawaiian Programs)</p> <p>PreK - 6: Writers' Workshop, Units of Study</p> <ul style="list-style-type: none"> • Daily lessons (45-60 mins) • Mini Lessons • Student conferring & small groups • Student independent writing

ORGANIZATIONAL STRUCTURE AT KUALAPU’U SCHOOL

The organizational structure school is inclusive, collaborative and focused on student learning. The roles and responsibilities of each group are described below.

Ho’okako’o Board (Local School Board): Act 2 of the Hawai’i Revised Statutes (April 4, 2002) allows non-profit organizations to manage and operate existing public schools as “new century conversion charter schools.” Ho’okako’o Corporation meets the eligibility requirements of Act 2 for managing and operating such schools. The Ho’okako’o Board serves as the Local School Board and is the governing body of Kualapu’u School. The duties of the Ho’okako’o Corporation Board of Directors include:

- Set policies
- Participate in fund raising/fund development
- Appoint officers of the non-profit
- Select, hire and oversee the Principal
- Approve contracts
- Interface with the DOE, BOE, unions and other partners
- Select conversion charter schools or early childhood programs that the non-profit would manage or operate
- Approve Ho’okako’o Corporation strategic plan
- Approve Ho’okako’o Corporation annual budget.

Principal: The Principal is selected by the Ho’okako’o Corporation and is responsible for the overall leadership and management of the total educational program for the school. It is his/her primary role to set the intellectual and interpersonal tone of the school and to shape the organizational and operational conditions under which the school community works. As the educational leader, he/she is the facilitator of systematic change to enhance student learning. The Principal advances the vision, mission and beliefs of the school at all times. In the absence of the principal, the vice principal will serve as the principal’s designee.

Local Advisory Panel: Under Act 2, the nonprofit organization (Ho’okako’o Corporation) may appoint advisory panels of community representatives for each school managed by the organization, with whom the organization may consult; provided that these panels shall not have governing authority over the school and shall serve only in an advisory capacity to the local school board, nonprofit organization, and the school.

The purposes of the Kualapu’u Local Advisory Panel (LAP) is:

- To assist the Board of Directors of the Ho’okako’o Corporation (the Board) and the Principal in improving student achievement and educational outcomes at Kualapu’u.
- To further the vision, mission and beliefs of Kualapu’u to provide its students with a quality standards-based education in a creative, challenging and nurturing environment that results in the maximum development of each child through the cooperative efforts of the entire community.
- To assist and advise the school on the achievement and implementation of the school’s accreditation action plan.

Members of the LAP are selected by and serve at the pleasure of the Ho’okako’o Board. The Principal submits names of candidates willing to serve to the Ho’okako’o Board. The names of candidates in the certificated staff, classified staff, parent and student categories will be those elected by persons in each of the respective categories. Community representatives are recommended by the LAP.

The duties of the Local Advisory Panel include:

- Advise the Board of Directors of Ho'okako'o Corporation on local school matters
- Review the school's annual budget and advise the Principal on budget issues
- Nominate community representatives from the LAP to sit on the Local School Board.

SCHOOL OPERATIONS AND DAILY OPERATIONS

ATTENDANCE PROCEDURES

- School attendance will be taken during homeroom. The school currently uses **Infinite Campus** as the on-line attendance program
- Each homeroom teacher will have an Attendance Folder with a list of his or her homeroom students printed every month by the office. Teachers are to record a / for absent or a T for tardy if the student enters homeroom after the tardy bell rings. Attendance folders should be sent to the office daily by 8:30a.m. Even if everyone is present, the attendance folder must be sent to the office.
- At the beginning of the school year, teachers are to record an "E" on the attendance roster for the first day a student is physically present. Record a / (for absent) for those students who are not physically present.
- If a student reports to school after 7:45am, he/she is to report to the office to receive a tardy pass before entering homeroom. The office will mark the student tardy in the appropriate attendance folder.
- If a student is attending a school related and approved event, he/she is not to be marked absent. Parents become very upset if a student's perfect attendance record is ruined due to participation in a school event.
- Parents will call the school office when a child is absent. If the parent calls the teacher directly or sends an excused note when the child returns to school, please let the office know and forward all excused notes to the office. A parent may contact the teacher directly to request missed homework.
- After attendance folders are sent to the office, clerks will input attendance on the on-line attendance program accordingly. The office attendance will be inputting attendance to reconcile records only.
- **EXCESSIVE ABSENCES and TARDIES--Our ESAP (Elementary School Attendance Program)** clerks will be responsible for noting all absences and the school administrators will be making contact with parents/guardians once students are identified for excessive absences or tardies. The clerk will note this on an attendance contact log, which will be used to track absences and provide a paper trail. ESAP and the school administration will be able to use attendance reports and contact logs to identify the appropriate times for the following interventions:

Molokai Attendance Program PROCESS

1. After four (4) missed days (either excused or unexcused) or unexcused tardies, parents receive a notification letter with an Attendance Summary.
 2. After six (6) missed days (either excused or unexcused) or unexcused tardies – A parent conference will be called to discuss the attendance concerns and explain MAP.
 3. After nine (9) missed days (either excused or unexcused) or unexcused tardies – Level 1: Parents will attend a 4--hour Parenting Support Session conducted by the Complex Area Support Team. No children are allowed.
 4. Upon 10 or more unexcused absence/tardy after the Parent Support Session, or if parents don't attend the Parent Support Session – Level 2: Parents may be required to attend a two hour Police Class conducted by a Police Officer.
 5. Upon the next unexcused absence or tardy after the Police Class, or if parents don't attend the Police Class – Level 3: A referral to Family Court may be made.
 6. Note: The school may process a Family Court Petition on Educational Neglect at any time.
 7. A doctor (dentist) note or a copy of funeral documentation will be considered an excused absence/tardy. Up to three (3) excused absences will be given for in state, and five (5) absences for out--of--state funerals.
- Please remember that attendance reports are legal documents and can be used in a family court hearing. Make sure that absences/tardies and other ESAP records are accurate and neat.
 - Parents of students who are absent will receive an email and/or phone call of their child's absence from school. These communication from our automated SchoolMessenger system occur daily.

ATTENDANCE ISSUES

Because we may eventually end up in court over attendance related matters, it is important that accurate attendance be taken. It is embarrassing for our school and causes problems if we go into court with non-attendance petitions when we mark a student absent and then find that the student was, indeed, in class.

COMMON QUESTIONS

I have a student on vacation-what do I mark?

ANSWER: Mark them absent. It is the parent's responsibility to inform the school office when their child is or will be absent.

What do I do with a chronically absent student?

ANSWER: Speak with the school counselor or administrator to update your efforts of following with the child's parents. Teachers are expected to make a direct call to parents of absent students. These direct call or communication show parents that you as an individual teacher care, and you notice that their child is missing from YOUR class. A teacher may submit a CORE concern if absences do not improve.

EARLY RELEASE OF STUDENTS DURING THE SCHOOL DAY

- Only authorized individuals may request the early release of a student. Authorized individuals are parents, legal guardians, and individuals authorized by the parents or legal guardians. These authorized individuals are indicated on the Emergency Cards.
- Parents requesting early release for their child should have the child bring a note signed by the parent/legal guardian stating the date and time for the early release. The student should bring the note to the office before school or during recess, not during class time. If someone other than the parent/legal guardian will be picking up the student that should be stated on the note.
- A call slip or phone call from the office will be sent to the teacher to release the student from class. Individuals are not to go to the classrooms to get the student. The only exception to this will be for the authorized individual picking up ill students from the health room.
- An authorized individual is to sign-out the student in a logbook located in the front office. If need be, the clerk will ask for identification at the office.
- Early release requests will be kept in the office.
- Students signing out before 11:00am will be considered absent.
- Upon return from an appointment, a note from the attending physician/dentist, etc., will be required. If leaving school for a funeral, a funeral program or obituary will be required upon return.

STUDENT REFERRALS FOR DISCIPLINARY MATTERS

Kualapuu PCCS follows the Hawaii Department of Education Chapter 19 which outlines the rules, policies and procedures, and consequences concerning student misconduct and discipline in Hawaii public schools. Staff/Teachers may download this document off the internet.

The teacher is the most effective source to correct inappropriate student behavior and all teachers are encouraged to deal with misbehaviors at the classroom level. With the exception of Class A and B offenses, which are immediately referred to administration for disciplinary action. Kualapuu has a discipline policy, which has four components:

1. School Wide Behavior Expectations – which is the basis for any other school or classroom rules. Every school employee is expected to correct inappropriate behavior when they see it.

Kualapuu School Behavior Expectations
All students at Kualapuu School are expected to abide by the following:

	All Hallways	Classroom	Hallways	Playground	Cafeteria	Bus	Recreation	Assembly
Be Cooperative <i>Louhi Makua</i>	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others
Be Respectful <i>Hahaione</i>	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others
Be Responsible <i>Makua</i>	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others
Be Safe <i>Makua</i>	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others	• Listen to the teacher • Follow the rules • Be respectful • Cooperate with others

2. Getting Along Together Curriculum – which is taught the first few weeks of school and provides problem solving/conflict resolution for most classroom and interpersonal issues. The counselor and administration will also use GAT techniques when appropriate.
3. Three Strike Policy – which means all low-level behavior problems are addressed with at least three interventions/strategies before being referred to administration. This can be implemented in a classroom discipline system such as streetlights or names on the board with checkmarks.
4. Reinforce Positive Behaviors – which could be through Caught Being Goods (CBG) that can be spent at the weekly store or saved for a pool party, your own reward system such as eating in the classroom or an educational field trip, or positive praise/recognition.

One of the best methods of dealing with negative student behaviors is to phone the parents to let them know what you are concerned about. This action pays dividends later on when the administrator speaks with the parent about the student’s inappropriate behavior. It is perhaps the single most effective strategy that we can employ to improve a poorly behaving student’s behavior. It is best practice that each teacher keep a parent contact log for documentation purposes.

Kualapuu School Discipline Incident Report
For Person Submitting Incident Information

Person Submitting Incident Information		Job Position	
First Name _____ Last Name _____		_____	
Pre-referral Interventions: Disciplinary Action Taken for Same Problem <small>(This section must be completed for class C and D referrals) <small>*Check language in notes/studies</small></small>			
<input type="checkbox"/> GAT Intervention: <input type="checkbox"/> Think It Through Sheet <input type="checkbox"/> Peace Pledge <input type="checkbox"/> House Rules <input type="checkbox"/> Class Council Meeting <input type="checkbox"/> Out of Home: <input type="checkbox"/> 1st _____ Parent Name _____ <input type="checkbox"/> 2nd _____ Parent Name _____ <input type="checkbox"/> 3rd _____ <input type="checkbox"/> In-school: <input type="checkbox"/> Removal <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Parent Conference <input type="checkbox"/> Teacher/Student Conference <input type="checkbox"/> Restroom <input type="checkbox"/> Detention			
Incident:			
Incident Date: _____	Incident Time: _____ AM _____ PM	Incident Location: _____	Location/Room: _____
Description of Incident: _____			
Possible Offenses (Check One):			
<input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Poss.		<input type="checkbox"/> Other: <input type="checkbox"/> Add'l Offense <input type="checkbox"/> Harassment/ Bullying <input type="checkbox"/> Other Offense	
Witness(es):		Victim(s):	
Witness A: _____ Student _____ First Name Last Name		Victim A: _____ Student _____ First Name Last Name	
Witness B: _____ Student _____ First Name Last Name		Victim B: _____ Student _____ First Name Last Name	
Suspect(s):			
Suspect A: _____ First Name Last Name		Suspect B: _____ First Name Last Name	
Suspect C: _____ First Name Last Name		Suspect D: _____ First Name Last Name	

Kualapuu PCS Rev. 6/11

Be proactive with students. Set positive boundaries. Listen to student’s side first. Acknowledge their perspective--Helps in maintaining rapport for the long run. Use lots of praise for positive behavior (6-1 rule). Nip negative behavior in the bud. Use a respectful, but firm tone with students. Be careful of sarcasm or sarcastic remarks.

Discipline Incident Referrals (DIRs) are forms to document a disciplinary incident. These DIRs are used to document student behavior, teacher follow-up, and administrative follow up. These DIRs are then entered into a statewide database to track student behavior. In the event that you need to write a Discipline Incident Referral (DIR), please follow these instructions:

- Use one referral form (electronic or hard copy) per incident.
- Fill in all pertinent information (i.e., Student Name, Grade, Date, Location, etc.)
- Pre-referral Interventions: complete this to let us know the strategies you have tried to correct inappropriate behavior.
- Provide an accurate Description of the Incident. Be specific. It is also helpful that you quote the exact words of the student.
- Inform the student with specific details why you are sending in a referral for his/her behavior. (Often the children do not know why they are being sent to the office.) You are also expected to contact parents (probably after school) about the behavior.
- Sending students to the office is for extreme incidents of insubordination where health and safety is involved. However, if you send the student to the office, be aware of the following
 - The office personnel are not there to supervise the students.
 - The principal/vice principal/counselor may not be in or may be in session.
- Keep a copy of the DIR in a safe location; a hardcopy will also be kept with the vice principal and input into ECSSS.

You may also refer to the Hawaii Department of Education Chapter 19 which outlines the rules, policies and procedures concerning student misconduct and discipline in Hawaii public schools.

DRESS CODE for Students

School Uniform and General Appearance Policy Rev.5.2013

Goal and Purpose:

It is our belief that at Kualapu'u School/Ke Kula Kaiapuni 'o Kualapu'u we are one 'ohana represented by our students, families, staff, and the community. As one 'ohana, we diligently strive to uphold high standards in the academic, social, and behavioral domains that will prepare our students to be productive and achieving members of society. Our School Uniform and General Appearance Policy reflects the message of those standards by encouraging the positive appearance, conduct, and efforts of our students. The purpose of our uniform policy is to create a climate focused on student learning, improve student behavior, support campus safety, reduce dress competitiveness, and improve the sense of 'ohana, unity, school spirit and pride. Also, as part of the 'ohana', all adults are encouraged to support the School Uniform and General Appearance Policy on our Kualapu'u School campus.

School Uniform Policy:

Kualapu'u School students are required to wear the designated Kualapu'u School uniform supplied by the designated vendor on Mondays, Tuesdays, Thursdays and Fridays beginning the first day of school. **Wednesdays will be free choice days.** The General Appearance Policy will still apply on Wednesdays, or other pre-approved school-wide waiver activities, such as spirit week or Halloween. Students must wear a uniform shirt at all times on campus, field trips, or other school sponsored activities.

Waiver Process:

Parents/Guardians and students requesting to be exempt from the Uniform Policy for constitutional or health reasons must:

- 1) Complete, sign and return the Uniform Waiver Application forms to the school office within the first two weeks of school (or enrollment if transferred).
- 2) Schedule a meeting with the vice principal to discuss the uniform policy and exemptions request.
- 3) If approved, abide by the General Appearance Policy.

The Principal and/or designated school committee will screen applications for approval. Waivers are good for the current school year only and must be resubmitted each school year. Approved waivers may be revoked if the student does not comply with the General Appearance Policy.

General Appearance Policy:

All school wear must be appropriate to support the high standards we want to promote at Kualapu'u School. The General Appearance Policy will apply to all school-sponsored activities and events.

- All clothing and jewelry must be free of graphics/messages relating to gangs, drugs, alcohol, or illegal substances
- No baseball caps, visors, beanies, sweatbands, or other headgear to be used in classes and during instructional time (except during P.E., outdoor activities, and/or for health and safety reasons).
- Undergarments should be kept covered.

- School uniform must be worn as purchased and may not be defaced or altered.
- Tops: Should cover the torso with no bare midriff, should not be tube tops, see-through or have straps less than 1 inch wide.
- Bottoms: Shorts must have an inseam of at least 4 inches, even if worn over tights; skirts should not be shorter than fingertips when arms held at side.
- Footwear is required on campus. Wheelie shoes are not allowed on campus and athletic shoes must be worn on the basketball court and for PE.

Discipline

All students, in uniform, uniform waiver or on optional dress days, must comply with the General Appearance Policy. Consequences for students who do not follow the Uniform and General Appearance Policy will be dealt with according to Chapter 19 (state discipline procedures).

Teachers are expected to communicate to parents about children not wearing school shirts. In addition, children without the school uniform and/or appropriate dress may be referred to the school health nurse for a “loaner” shirt.

DRESS CODE for Staff

There is no formal dress code for staff at Kualapu’u. However, the following can be considered inappropriate for school:

- Clothes that are too revealing (i.e. underwear visible, sleeveless spaghetti straps)
- Clothes with graphics or text that promote alcohol, drugs, tobacco products, sex, violence, vulgarity
- Any other clothing that is considered inappropriate by school officials

All staff are expected to dress professionally and in accordance to their job expectations, especially for health and safety. If needed, administration may meet with the employee about appropriate dress. Progressive discipline may occur and infraction may also reflect on evaluation.

COMMUNICATIONS

METHODS OF COMMUNICATIONTO HOME

- SchoolMessenger—Automated phone messages for reminders as well as emergencies. Please keep your phone contacts updated.
- Facebook—Please “like” Kualapu Public Conversion Charter School Page
- Website—NEW and IMPROVED—www.kualapuarterschool.org
- Road Sign—Drive by to see our big sign of important dates of the week.
- Community Newsletter – The school produces a community newsletter at least two times per year (hardcopy and on-line) The purpose of this newsletter is to promote the school and to help with our development and fundraising efforts.
- The School and Homerooms will send home flyers as needed. Teachers may develop their own pages through the school webpage
- Teachers may have their own apps or communication system.
- All public or whole school communications should be approved by administration prior to release.

METHODS OF INTRA SCHOOL COMMUNICATION

- SchoolMessenger – used for important or emergency messages; teacher accounts may be created to make classroom-only announcements.
- Emergency Communication—Staff is encouraged to share their personal email for school communication. Communication will be via SchoolMessenger, Email, School Facebook, and when necessary, television and radion.
- Lotus Notes and School Google email – important notices and announcements are often communicated this way to alleviate longer faculty meetings; please check at least daily.
- School Google Master Calendar – please ask technology coordinator or school administrator for access.
- Mail box – please check daily

ACCEPTABLE USE POLICY FOR COMPUTERS

Guidelines for Effective & Ethical Use of Computers

For complete regulations, see Hawaii DOE Internt Acceptable Use Guidelines.

The following computer rules apply to all computers on campus:

- Students may not be in a computer lab without a faculty member present.
- Students may not use faculty or staff computer for any purpose.
- Computers are to be used for educational purposes only.
- Students may not access unapproved games on the computers or on the Internet.
- Staff/Students may not write, view, send or display any inappropriate or offensive material or pictures.
- Staff/Students may not violate copyright laws.
- Teachers are responsible for monitoring the use of technology while in class and in school.
- Teachers/School staff are to use school equipment, softwear, and network infrastructure for school use only.

SUPPORT SERVICES (Comprehensive Student Support System) SPECIAL EDUCATION/504/Core Concerns/EWS

Basic Fact: Section and Special Education is a Civil Rights law. Section 504 and Special Education are students who have an identified disability. Because of the students' disability, it is the responsibility of the school (the individuals on staff are also part of the school) to make reasonable accommodations in program and placement for these identified students. These accommodations are written in Individual Education Plans and 504 plans.

The 504 and IEP is a legal document. Every teacher and support staff member who works with the child must implement any modification/accommodation listed on the IEP. If at anytime, a teacher feels that they are not able to implement a modification, that teacher needs to ask for support from the care coordinator. If needed, the staff member may receive training so that they can meet the needs of the child as written in the IEP. If a teacher cannot or will not implement modifications as indicated in the IEP, that teacher is denying the student a Free and Appropriate Public Education (FAPE). The administrator can take disciplinary action or it can reflect on evaluation. In addition, the parent has every right to pursue legal action on individuals as well as the school.

At the beginning of the year, Student Services Coordinator (SSC) Special Education Teacher, and Behavior Specialist will provide 504, IEP, Behavior Support Plan (BSP) information to necessary staff. If at any time, you need clarification, it is your obligation to seek out the SSC, SpEd teacher, and Behavior Specialist.

If you have a consistent and persistent academic, behavioral, and or social/emotional concern about a student, please complete a **Core Concern form** from the front office and submit it to the SCC. Additionally, in an effort to provide appropriate support to all students, we will be participating in the DOE Early Warning System (EWS), which electronically identifies students at risk through their attendance, report card, General Learner Outcomes (GLO) and DIR information so it is very important you report all of this data promptly and accurately. Teachers are also encouraged to refer to and use the Pre-Referral Intervention Manual (PRIM Manual) that is located in each class. Teachers may also see the School Counselor and/or Student Services Coordinator for assistance in using the PRIM.

If parents/guardians/caretakers have a concern about a student, please refer them directly to administration.

RETENTION POLICY

PROCEDURE FOR STUDENT RETENTION (DOE Policy #4520) Refer to Section on Student Support Services

Retention is not an intervention and should only be considered when all other avenues of student support have been explored and the student is still not performing at grade-level. The purpose of this retention policy is to ensure adequate interventions are provided to the student and timely communication is provided to the parent/guardian. **Note: If a teacher does not refer a student to the Student Support Process (ie CORE CONCERN form, administration may not approve a retention.**

The following factors shall be considered in recommending retention:

1. Achievement as demonstrated by performance in class.
2. Physical, social, emotional, and academic development.
3. Chronological age.
4. Attendance history.
5. Home support systems for intervention/prevention measures.

Teacher must do the following:

1. Maintain student portfolio (i.e., cumulative test scores, student work samples, quarterly data, other appropriate materials).
2. Assure that quarterly grades accurately reflect achievement of the Standards and General Learner Outcomes.
3. Request assistance through Comprehensive Students Support Services (ie submit core concern form).
4. Document ways in which student is provided special help or services (i.e., PSAP, School Counseling, Parent meetings, tutoring).
5. Inform parents as soon as possible about consideration for retention-before the end of third quarter.
6. Hold parent-teacher-administrator-counselor conference if the student is to be retained (core team meeting may be in lieu of this meeting).

The team shall consider the following:

- A. Review factors in recommending retention (listed above)
- B. Determine status – retention or promotion

C. Base decision on individual needs of each child.

Retention Procedures Timeline

Beginning of School -November:	Teacher assesses and logs student progress.
September-December:	Teacher contacts parents to discuss academic/social challenges and documents the conference.
November-January:	Core concern submitted
Before the end of the Third Quarter (typically in March)	Teacher calls together team (parent-teacher-administrator-counselor) to discuss possible retention and recommendations. (Core team meeting may be in lieu of this meeting if retention is discussed and documented).
April:	Teacher contacts parents about final retention recommendation and submits signed retention form to the principal.
May:	Principal approves or denies retention. Teacher documents any approved retention on the student's report card.

The final decision of placement will be made by the Principal/Vice-Principal:

1. Placement will be one of the following:
 - Promotion – placement in the next succeeding grade.
 - Retention – placement in the same grade.
2. The following options are considerations and possibilities:
 - A. A student may be placed back with the same teacher if the environment is conducive and the student-teacher compatibility is positive.
 - B. The student may be placed back in the same grade with another teacher upon recommendation of the team.
3. The following will be adhered to per Policy #4520
 - A. No student shall stay in the same grade more than two years.
 - B. No student shall be retained more than twice at any grade level (i.e. elementary/middle level)
 - C. Special Education students may not be retained due to their disability.

REPORTING CHILD ABUSE AND NEGLECT

All employees of the school are mandated reporters. **Call the police if you suspect a child is being abused or neglected.** Staff may also be directed to call Child Welfare Services at 1-800-494-3991. Staff must also complete the mandated reporter checklist.

<https://humanservices.hawaii.gov/ssd/files/2015/04/Mandated-Reported-Checklist-04-2015-4.pdf>

Teachers or other school personnel must immediately report suspected child abuse and neglect cases directly to Child Welfare Services per HRS Chapter 350-1.1(c). Please contact the counselor or administration for guidance and inform administration when a CWS referral is made.

YARD DUTY AND RESPONSIBILITIES

Currently, administration, EA's, and adult supervisors cover before school, lunch recess and after school yard duty. However, as stipulated in the teacher contract, teachers may be assigned to yard duty during breaks and recesses. On rainy days, if rainy day recess is announced, students are allowed to play in the hallways for recess or break time. Adult supervisors will be in the hallways for supervision. Children will be allowed to play Chinese jump rope or other non-obstructive games but regular jump ropes or balls will not be allowed. Teachers may open their classrooms for an additional play area, however, teachers will be responsible for the in-classroom supervision. For clarification of appropriate recess behaviors, please review the playground rules. (See handout & video.) Staff members on duty are responsible for filling out and submitting behavior referrals (DIRs) for student misconduct. If an accident occurs in your area, please see the office for a Student Accident Report form. You will need to write names of students involved and provide details of the accident.

CAFETERIA STUDENT HELPERS (Grades 4, 5, & 6)

As part of school service, students grades 4-6 are assigned to serve lunch in the school cafeteria. The cafeteria staff requires four students to help during the lunch service on a daily basis. Each quarter, the assigned office staff will insert a cafeteria duty roster and a homeroom schedule in the homeroom attendance folder. Each student will work about five times each year. When your homeroom is scheduled for cafeteria duty, the teacher will need to write the date next to the selected student's name on the roster. (The teacher can select the student. If there is an important lesson that a student needs to be there for, the student can be assigned a different date.) To avoid getting a phone call during instructional time, please remember to assign the café helper(s) before the attendance folder is sent to the office. Please send students down to the cafeteria by 10:40am. All café workers must have covered footwear.

STUDENT TRAVEL OFF CAMPUS

All student activities, whether co-curricular or as part of the curriculum, must support and align with Common Core and the school instructional program. Check the office for the appropriate travel approval forms.

GUIDELINES— APPROVAL FOR FIELD TRIPS SHOULD BE AT LEAST ONE MONTH IN ADVANCED. IT IS ALSO FIRST COME TO RESERVE DATES FOR YOUR FIELD TRIP.

1. Check the Master Calendar for Major Events and Due Dates. Your field trip or travel should not conflict with major school events, other pre-planned events, or be a reason why you did not turn in required administrative or curriculum documents. Remember the Ps—Poor Planning makes for Poor Performance.
2. Please submit the following completed forms to the front office (Fiona) and she will obtain principal and café manger signature and return copies in your box with an email confirmation:
 - a. **On-Island Travel** - Request for Travel (yellow form), Parent/Guardian Authorization for Student Participation and Travel Form, and Lunch Form (green) submitted 4 weeks prior with a draft or tentative schedule of activities.
 - b. **Off-island Travel**—Request for Travel (white form), Parent/Guardian Authorization for Student Participation and Travel Form, and Lunch Form (green) submitted 5 weeks prior to date of travel with a draft or tentative schedule of activities.
 - c. **For all Travel** – copy the Parent/Guardian Authorization for Student Participation and Travel Form for parent signatures; submit copies and keep originals with you on the travel event.
3. Do not keep money in your room. Turn into the office daily for safekeeping.

4. Field Trips may be denied if there is a conflict with professional development, PLC/Articulation, SST/IEP/and other parent meetings, and any administrative meeting. Therefore, planning ahead of time is essential.

FIELD TRIP/EXCURSION SAFETY REQUIREMENTS

1. Administrator will communicate only with Lead Teacher. (No parents.)
2. Supervision is one adult to every ten students.
3. Lead Teacher is responsible for communicating school rules and expectations for parent and community chaperones. The Lead Teacher may also be held responsible for the parent and community chaperones. (The message here—Take parents & community members you trust and find responsible.)
4. Yellow school bus, and/or approved PUC buses and vans are preferred for student ground transportation. However, the use of private vehicles is allowed, and must be approved 2 weeks PRIOR to the event. Please see your school administrator for information. **ABSOLUTELY NO STUDENTS ON THE BACK OF TRUCK BEDS ARE ALLOWED FOR STUDENT TRANSPORTATION ON FIELD TRIPS.**

QUARTERLY ASSESSMENTS for Instruction

Also known at QAS

It is the responsibility of each teacher at Kualapu'u School to assess student proficiency with the Common Core. These assessments are required assessment documents. See Master Calendar for dates. Reading, and Math. Curriculum Coordinators will provide procedures, details and expectations. Please expect changes/revisions due to curriculum changes/adjustments.

HOMEWORK ASSIGNMENTS

Homework is an essential part of academic life. Homework is an opportunity for practice of newly learned or previously introduced concepts.

- Every child has 20 minutes of reading each day.
- Every child has 20 minutes of math each day.

For students who are consistent in turning in homework, please provide acknowledgement (positive praise, Caught Being Good, for example)

For students who are not turning in homework, the teacher (not the EA or tutor) is to notify parent/guardian (Calling is best, a note home is second). Document your attempts to help the student meet expectations.

KUALAPU’U SCHOOL
HOMEWORK AND PARENT INVOLVEMENT

Date: _____

Dear Parent or Guardian of _____

This letter is to inform you that your child:

- Has missed _____ homework assignments this quarter.
- Did not get _____ signatures that were required for homework completion this quarter.
- Has had _____ incomplete homework assignments this quarter.

You are an important part of your child's success. Please be informed of the HAPI policies as outlined in pamphlets provided.

Comments: _____

Sincerely,
_____ Homework Teacher/ Reading Tracker
(teacher)

Parent Comments: _____

I have read the above and fully understand the conditions thereof.

Parent/Guardian Signature: _____

Distribution: WHITE: Parent or Guardian, YELLOW: teacher, PINK: PSI

The next step is to use the HAPI process (Homework and Parent Involvement). See Student Handbook for additional information.

The HAPI program was created to support student achievement. Parent involvement and monitoring of homework assignments are key factors in school success. Inconsistent completion of assignments and lack of parent participation may contribute to delays in the learning process.

- After 3 missed, unsigned, or incomplete homework assignments, a written notice will be sent home.
- On the 5th missed, unsigned, or incomplete homework assignment, a parent conference will be scheduled.

QUARTERLY REPORT CARDS

Kualapu’u uses the Department of Education Report Cards and are to be input electronically in Infinite Campus. See the Master Calendar for input and distribution deadlines. It is highly suggested that report cards be sent home prior to the

last day of the quarter. However, the HSTA contract may allow more leeway for the final date of report cards. The purpose of the report cards is a report to parents on how their child is progressing or meeting subject area proficiency standards. Please be sure to include the data from special classes (i.e. ‘Ike Hawaii, Computer, Library, PE, Performing and Visual Arts).

TEACHERS’ WORK HOURS AND PREPARATION PERIODS

Please see your most recent Master contract, and/or site-based agreement for specific information.

- Teachers have a 30-minute duty-free lunch period.
- Teachers may be required to participate in in-service training, school program planning and assessment, or school administrator-teacher evaluation conferences beyond the regular workday through the use of a flexible work time schedule.
- Classroom teachers shall have one (1) daily preparation period of not less than 40 minutes. Each teacher shall determine where and how s/he will utilize the preparation period. Up to twelve (8) teacher’s preparation periods may be used per semester at the discretion of the Employer to provide in-service training, school program planning and assessment or to attend school administrator-teacher conferences. The Employer shall provide reasonable advanced notice when scheduling after school trainings.
- 21 Hour PD is required as provided by the HSTA contract, and will be scheduled in advanced by the school administration. All teachers are required to attend.

TEACHER EVALUATION

(Kualapu’u School “Great Teacher” Competency Model)

Per the site-based agreement, Kualapu’u School will utilize the Kualapu’u School Great Teacher Competency Model for evaluations. All Bargaining Unit 5 members (Teachers, Counselors, Curriculum Coordinators) will complete an annual professional development plan, observations and evaluations per the procedures prescribed by the model. Administration will provide documents as needed and required for teacher evaluation.

CLASSIFIED STAFF INFORMATION

(Cafeteria, Custodial, Office, Educational Assistants)

WORK DAY

All Classified Staff have varied work hours.

Full-Time Equivalencies (FTEs) are as follows:

- 1.00 -- Eight hours
- 0.75 -- Six hours
- 0.50 -- Four hours
- 0.25 -- Two hours

Full time employees are entitled to 30-minute lunch, and two scheduled 10-minute breaks and 0.50-0.75 FTE employees are entitled to one 10-minute break.

The form is titled 'APPLICATION FOR LEAVE OF ABSENCE' and is for 'Classified Staff'. It includes fields for Name, Date, and various checkboxes for different types of leave (Sick, Personal, Vacation, etc.). There are also sections for supervisor approval and employee signature.

- All vacation leaves must be pre-approved (at least 48 hours).
- If on sick leave for 5 days or more, a doctor's note is required on the 5th day.
- If an employee does not have any leave time or days, **the leave may be disapproved.**
- Employees on leave without pay may require a doctor's note.

COMPENSATORY TIME FOR CLASSIFIED STAFF

There may be events and activities that classified staff will be asked to work beyond normal work hours. In this event, approval for compensatory time must be pre-approved by the supervisor and principal. Compensatory time for each semester period must be used at the end of every semester—July – December (December) and January – June (June)

The form is titled 'Application for Compensatory Time for Classified Staff'. It includes fields for Name, Date, and a section for 'Name of Activity' with 'Date' and 'Time' sub-fields. There is also a section for 'Number of Hours for Compensatory Time' and a signature line for the supervisor.

EVALUATION

All classified staff (cafeteria, custodial, office, educational assistants) are annually evaluated using Performance Appraisal System (PAS) or using the current union negotiated evaluation system.

CLASSIFIED STAFF LEAVES

All leaves must be approved. Leave needs to have supervisor's signature prior to submittal for administrative approval.

- Sick leaves—Need doctor's note on the 5th day of sick leave (5 days consecutive).
- Personal leave (for Educational Assistants only)—Personal leaves may be denied. **Please make sure you have written approval from administrator 48 hours prior to your workday. Do not leave in the Principal's box and assume the professional or personal leave will be granted.**
- Vacation—Need 48 hours notice. Vacation leave may be denied. **Please make sure you have written approval from administrator 48 hours prior to your workday. Do not leave in the Principal's box and assume the vacation leave request will be granted.**
- Leave Without Pay--Need 48 hours notice. LWOP leave may be denied. **Please make sure you have written approval from administrator 48 hours prior to your workday. Do not leave in the Principal's box and assume the vacation leave request will be granted.**

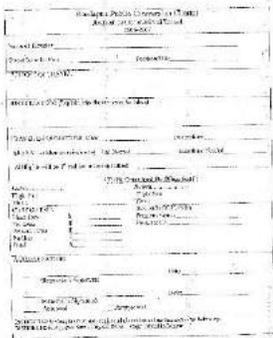
HOURLY EMPLOYEES

(At Will Employees)

Part time teachers – Not to exceed 17 hours
Para-Professional Tutor—Not to exceed 19 hours

Lunch and Breaks as scheduled and are NOT included as pay.

TEACHER/EMPLOYEE TRAVEL



- For all staff traveling, a Request for Inter-Island Travel (RIT) needs to be completed PRIOR to travel.
- For administratively directed or mandated travel, school funds may be used for airfare, car, per diem (which includes hotel and meals), and other miscellaneous cost such as parking.
- For staff initiated travel, school funds may be used. The administrator will determine the appropriateness of school funds. The Request for Inter-Island Travel will be the form used to approve travel related costs.
- RIT (Inter-Island) should be in three weeks prior to travel date.
- Office clerks will make travel arrangement according to event.
- Any cost change in travel arrangements for personal reasons will be the

responsibility of the employee.

LEAVING CAMPUS DURING WORK TIME

Campus Leave for Work-Related Activities

Just a reminder- if and or when you need to leave campus during non-instructional or non-student contact time for WORK RELATED ACTIVITIES you need to sign out on the “Teacher Sign Out Sheets” in the folder located in the office. It is required that you notify the administration that you are leaving campus for WORK RELATED ACTIVITIES.

Campus Leave for Non-Work Related Activities

With the exception of lunchtime, you must obtain administrative approval prior to leaving campus for any type of NON-WORK RELATED ACTIVITY. Leaving campus without administrative approval may lead to disciplinary or evaluation consequences. Please remember to sign-out in the folder in the office whenever you leave campus.

Campus Leave During Lunch Period

You may leave campus without administrative approval during your lunch period. You do not need to sign out. However, we strongly recommend that you notify the office whenever you do leave campus during your lunch period. Notification does not mean approval because it is not needed. It is merely a precautionary measure.

Campus Leave During Regularly Scheduled Meetings and afterschool mandatory meetings

All Faculty Meetings, Department Meetings, after school PD, early release day meetings, that are scheduled on/or during are mandatory, and are a part of your contractual obligation. Please avoid appointments or other activities during these mandatory meetings. Be on time. Be Present. The school administrator may require a doctor's note if a medical appointment completed during these meetings. Requesting excused leave from these meetings should be at least one week prior notice.

TEACHER PROFESSIONAL, PERSONAL, AND SICK LEAVES

Please see your most recent contract or site-based agreement for details specific. For professional and personal leaves, please make sure you have written approval from administrator 48 hours prior to your workday. Do not leave in the Principal's box and assume the professional or personal leave will be granted.

SUBSTITUTE TEACHERS

NOTIFICATION OF ABSENCE

The School uses the Frontline/AESOP system to report and to secure substitute teachers. Teachers are required to notify the school as soon as possible of an absence. You may secure your own substitute or let the school or Frontline secure your substitute. Teachers will receive an in-service on how to use the Frontline/AESOP system. Please notify the School Administrative Assistant (formerly SASA) of your absence as early as possible. Teachers are **REQUIRED** to complete the leave form as soon as the teacher returns to school. **NOTE:** We have a limited number of substitutes on the island so it is important that you plan your personal leaves as soon as possible.

WORKSHOPS AND MEETINGS HELD DURING THE SCHOOL DAY

Teacher are often required to attend workshops and various meetings during the school day. Your substitute will be secured for you by the organizer of this event (Administration, SSC, Curriculum coordinator, for example.) As you will know ahead of time that you will be attending a workshop, it is critical that you arrange for a sub early. There may be cases where you will be unable to attend the workshop if a sub is not available.

PREPARATIONS FOR SUBSTITUTES

All teachers are required to write lesson plans for substitutes. These plans should be inserted into the Substitute Handbook and should be detailed enough to allow the substitute to maintain an orderly and predictable environment where learning can continue. In the event that an emergency occurs and you cannot place lesson plans in your Substitute Handbook, you may email your plans to any administrator or school secretary. It is also highly recommended that each teacher have a set of **EMERGENCY SUB PLANS**, in the event sub plans cannot be made. Be aware that Substitutes are required to stay until 2:45pm.

Special notice to substitutes about special needs students—Classroom teachers are to provide information on any modifications and accommodations to substitute teachers. Refer to 504, IEPs, and Behavior Support Plans. Do **NOT** give any and all information to substitutes, just information pertinent to emergency plans and instruction.

EMERGENCY PROCEDURES GUIDE

Most classrooms are equipped with telephones. All teachers are provided with an EMERGENCY RED BLOCK, which they may utilize if they do not have access to a phone. If you call or send an EMERGENCY BLOCK down to the office, the administrator/designee will come to your room immediately. An emergency to the office is just that, an emergency. Please reserve it for when you feel you have an emergency. If there is a doubt, call or send the emergency card. **Tell the student sent with the emergency card (also known as the RED CARD or RED BLOCK) to the office staff.**

The teacher should:

- * Send the “Emergency block” to the office via a student (if safe).
- * Seek assistance from neighboring teacher/staff member
- * Use common sense and experience--remain calm.
- * Have the “Emergency block” readily available and within easy reach.

SAFETY/HAZARD COMMUNICATION PLAN

Perhaps the best safety plan any workplace has ever developed is a system called “common sense.” Whenever you’re on the job, constantly think “safety.” It doesn’t take much to just be aware of your environment . . . think ahead . . . what could *potentially* happen . . . what to be aware of so that possibly dangerous situations can be avoided. It doesn’t cost you anything to exercise common sense and be alert, but it could save your health!

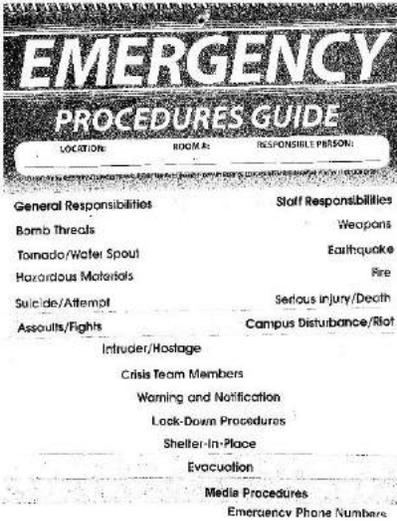
How Can I Prevent Accidents?

One way to prevent an accident is to know what you’re working with . . . the situations, the students . . . what to do if you need to avoid a situation. The way to find out information should you be dealing with a chemical is to check out the Material Safety Data Sheets located in the main office. If what you’re working with isn’t in our MSDS book, we can get it quite quickly via phone or fax. With any questions or concerns, see the administration.

So An Accident Has Happened . . . What Now?

An accident does happen, what should I do? First and foremost, take care of yourself and your students. Immediately get first aid treatment, and then if appropriate, do the following:

- Report your injury to an administrator or SAA.
- Fill out an accident report form so that your injuries can be covered by worker’s comp, if necessary. Also, fill out a Student Accident Report form if necessary to document the steps you took to assist the student.



Emergency Procedures Guide--Each classroom and room used for students should have the Emergency Procedures Guide Posted in the area/classroom.

Also have a copy of the fire evacuation map posted near exits (copy of emergency plans are in the appendix).

Special Notice: All employees are encouraged to visit the Hawaii DOE for additional safety policies and procedures for employees and students
<http://www.hawaiipublicschools.org/BeyondTheClassroom/SafeSchools/Pages/home.asp>
[X](#)

PREVENTIVE MEASURES FOR TEACHER and STAFF PROTECTION

The school does not guarantee employee safety after school hours, and does not encourage staff to work in the dark or at night or weekends, or non-school hours. As such, any injury occurring on campus after school hours will be reviewed by the school administrator for workman compensation claims.

Use Common Sense!

- * Try to walk on campus in pairs, especially if it's dark and use a flashlight.
- * Make arrangements to meet others in the school parking lot if you plan to stay after dark.
- * If you will be alone in the classroom, lock doors. Do not open lower windows.
- * Stay with others until the walkways are well lit.
- * Carry a whistle or other noise-making device.
- * When possible, do not enter school premises alone prior to 6:30 AM or remain in school after dark.
- * Notify school office as soon as possible of strangers on campus.

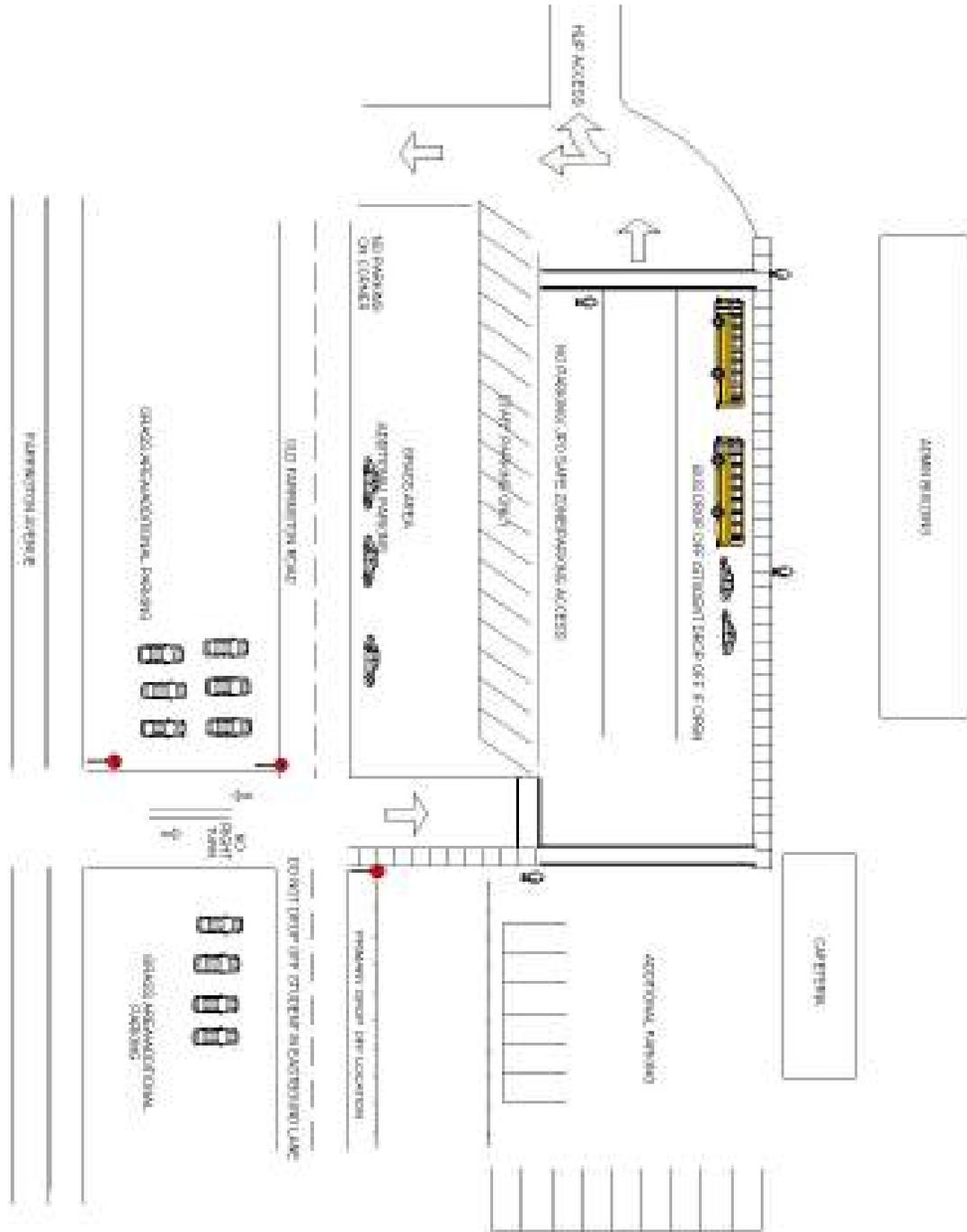
Teachers shall immediately report causes of theft/damage of their property, physical assault and battery suffered by them in connection with their employment, to their school administrator or other immediate supervisor, who shall, if deemed appropriate or if so required by teachers, promptly notify the police of the incident and file a report on the appropriate DOE form. The report(s) shall be made available to the Association upon request.

Priority consideration shall be given in the repair and replacement of equipment, which is damaged or vandalized. The school also does not compensate employees for the loss or loss of use for personal property used for school purposes or during school events.

Teachers: See Agreement between the HSTA and the Ho'okako'o Corporation for complete details.

TRAFFIC PATTERN PLAN

All teachers and staff are expected to adhere to the traffic plan and signage during student school days.
Failure to do so compromises student safety.



PURCHASE ORDERS

Purchase Orders are the preferred method of purchasing at Kualapu'u School and are available in hard-copy or electronic form.

There are 2 types of purchase orders that can be used for purchasing.

Purchase Order – Regular

Lists all items to be purchased, on the Purchase Order Worksheet; the Fiscal Office makes the order

Blanket Purchase Order

Doesn't list the specific items that are being purchased; allows the buyer to approximate a lump sum total to use for purchasing goods. Is hand delivered to the vendor by the shopper; has a limit of \$500.00 per purchase order. Purchaser must return the Original receipt to the Fiscal office after purchases are mail.

SCHOOL CREDIT CARD

Effective July 09, 2012, credit cards may only be used to purchase travel arrangements (air, room, car) and conference/workshop/PD related fees & expenses.

Credit Card Worksheets or Request to Use School Credit Card worksheets (CC Worksheets) are completed by legibly writing or typing the required information for the order and submitting to the fiscal office

Credit Card Worksheets and/or Request to use School Credit Card worksheets are available in hard-copy form, in the Fiscal Office and/or can be emailed electronically.

REIMBURSEMENTS

Reimbursements are available to employees, for valid purchases, paid for by the employee.

This is the ONLY route of purchasing that requires 2 signatures to authorize the reimbursement payment; a Pre-Authorization signature and a Final Approval signature.

Reimbursement/Check Request forms are to be legibly written or typewritten and submitted to the Principal for a **Pre-Authorization signature**. The Pre-authorization signature allows the Principal to do an initial review of the intended purchases. Without any pre-authorization, an employee runs the risk not having their item approved for reimbursement. After pre-authorization, the employee purchases items within the description given on the form. To complete the Request for Reimbursement, the employee is responsible to attach the proofs of purchase for the items (original sales receipts/packing slip).

The original sales receipts and other supporting documentation are required to the back of the Reimbursement/Check Request form. This is to indicate that items for reimbursement were received. .

Special Note on Travel (reimbursement)-- The school will make reservations for approved travel, including airline travel. However, if you are choosing to deviate from the official travel times designated by the school, you will have to make your own reservations with your own personal funds. You may be reimbursed after the travel or event has ended. You will need to submit invoice, e-ticket confirmation, and boarding passes. Reimbursement will not be more than the cost of the official travel. Follow the reimbursement procedures if you wish to use this option for travel, and it is highly advised to consult with the school principal prior to any travel purchases.

The complete memo of purchasing procedures is available from the business manager.

BUDGET FOR PROGRAMS AND ACTIVITIES

Each program and activity will have a yearly budget to run his or her operations. Administration will notify appropriate staff of budget.

Teachers may have a yearly discretionary fund determined by the administration. You will need to follow purchasing procedures. The Principal may establish a deadline to encumber funds. These funds may be used for

- Instructional supplies, materials, equipment
- Support of implementing Common Core instruction.
- Professional Development (travel cost, registration fees, per diem, substitute costs)
- Others as approved by the Principal.

MONEY (FUND) RAISING ACTIVITIES

All fund raising activities at Kualapu`u School should support and align with the school instructional program. Money-Raising Activity Form 432 must be completed prior to fundraiser. Submit the form to the Business Manager who will then forward the request to the Principal for approval for the activity. Once approval has been granted, you may proceed with your fund-raising. Approved Form 432 will be kept in the office. Please remember that once the money raising activity is completed, you must complete the form once again in order to provide actual amounts. Remember, no fundraisers are allowed unless prior approval is given. Failure to get prior approval will cause the school to disavow knowledge of the fundraiser and will discourage any support of the fundraiser to the public.

School Fundraising, Donations, and Endowment

Kualapu`u School engages in many fundraisers to support our school mission and vision.

Fundraisers may fall into 4 general categories:

1. **School activities** which involve individual students, classes, grade levels, and individual school programs. Examples of these are:
 - East Coast Trips
 - Primary School Adjustment Program
 - Robotics
 - Other school events

These fundraisers **MUST** be approved by the school administrator and are for specific events and specific students only. Funds from these approved fundraisers are subject to the procurement processes of the school, and all funds for expenditures are approved by the school principal. It is highly recommended that checks be used to pay for school fundraisers.

2. **Parent Groups**, such as PSO and Hui Makua, are recognized parent organizations with the school, but the funds for these fundraisers are not under the purview or supervision of the school. PSO and Hui Makua have their own financial system.

3. **Annual Fundraisers and Donations:** These fundraisers and donation are organized by the school and/or its non-profit organization, Ho'okako'o Corporation. The funds from these events are to support school programs such as PreK, PE, Art Classes. Examples of school approved fundraisers are:

- Ohana Fun Fair
- Half-Marathon
- Molokai Metric 100K Bike Ride
- A Glass For Class.

The school also conducts an annual giving drive and solicitations via mailings and newsletters.

4. **Endowment:** More recently, the school is starting an Endowment Fund in which funds raised from direct donations and fundraisers will be put into an endowment. The funds from the Endowment, established through our non-profit 501(c)(3) Hookakoo Corporation, will be used to fund school programs.

Tax deductible donations. Donors may provide monetary gifts and donations for general school programs or operations, or these gifts may be directed by the donor. These gifts to Kualapuu School or to Hookakoo may be tax deductible as allowable by law. **If you wish for your donation to be tax deductible, the donor must make their donation directly to Kualapuu School or Ho'okako'o Corporation.**

Personal fundraisers. Please be aware that individual parents and individual organizations may at times have personal fundraisers for their child or groups of children for school-based activities. These fundraisers may be food plate sales, web-based crowd-funding platforms (such as **GoFundMe**), and other services. Please be aware that these fundraisers may NOT be official and may NOT be approved fundraisers of the school. We caution that if you participate in these individual sales, that you know and trust your vendor and seller. The school does not manage the funds of these individual fundraisers. If you are not sure, you may also call the school about the legitimacy of these fundraisers.

INVENTORY POLICIES AND PROCEDURES

(Policy Reviewed January 2018)

The inventory policy at Kualapuu School is to record, track, and account for all assets with a value of more than \$250.00 at time of purchase. Items also considered high risk for theft, such as electronic items, which are less than \$250.00 will also be recorded in inventory. This includes furniture, equipment, and technology. This does not include fixed assets. A physical inventory of the school's assets shall be conducted annually and prior to summer break.

The Business Manager is responsible for managing and maintaining the master inventory record.

All newly purchased assets will be tagged by the Business Manager with the official "State of Hawaii" asset sticker that has an eight-digit number prefaced with an alphabet. Example: E12345678.

Those listed below are responsible for conducting a physical inventory for their areas/departments:

- Teachers (assigned classroom only)
- Head Custodian,
- Cafeteria Manager,
- Librarian,
- Administrative Assistant,
- Technology Coordinator,
- Health Room Aide

Procedure - Physical Inventory

1. The Business Manager will generate a printed inventory sheet for each of those responsible in conducting a physical inventory.
2. An inventory is taken by the responsible individual to:
 - a. Verify assets on the inventory sheet as reported in the previous year.
 - b. Add and/or remove assets from the inventory sheet.
 - c. Report disposition of missing and/or removed assets.
3. Completed inventory sheets are turned in to the Business Manager.
4. The Business Manager will update the master inventory record based on the completed inventory sheets received.
5. The Inventory Policy is subject to yearly review.

REPAIR AND MAINTENANCE PROCEDURES

- Requests for repair and maintenance of school facilities should be made by using the form of the same name. Use this form if you feel the repair is beyond custodial services. (PINK form)

KUALAPU'U SCHOOL Request for Repairs or Maintenance DAGS SERVICES - Pink Sheet		
Bldg./Room No.:	Requestor:	Date:
Description of Repair or Maintenance Requested: (Be very specific.)		
Principal's Approval:		
Comments:		

CUSTODIAL SERVICES

What to expect on a daily basis for classroom cleaning—

Trash Cans emptied.

Classroom floors swept and mopped

Classroom sinks cleaned. (Teachers—please help by putting “junk” and “stuff” away, and even have students place chairs on tables at the end of the day.)

Pencil sharpener emptied.

Others--Bathrooms mopped. Replenished with hand towels, toilet paper, and soap.

Toilets cleaned with disinfectant.

If your classroom was not cleaned, please send an email to the Head Custodian, with a cc to Administration.

What classrooms teachers are expected to do.

- If your class is eating in the classroom, remove your own trash of food to outside of the classroom. (If possible, students are still expected to dispose of their food and plates from lunch and breakfast in the café. If you have little ones, you will need to figure out a system that works for you and your students.)

Dusting—dusting on tables and chairs are not a daily service. It is highly suggested that you have “duster” as a “job” for your homeroom students.

- For additional custodial services beyond normal cleaning, submit the form of the same name. (Yellow Sheet)

KUALAPU'U SCHOOL	
Request for Repairs or Maintenance	
CUSTODIAL SERVICES - Yellow Sheet	
Bldg./Room No.:	Date:
Requestor:	
Description of Repair or Maintenance Requested: (Be very specific.)	
Principal's Approval:	
Comments:	

MISCELLANEOUS YET VERY IMPORTANT YEARLY ITEMS

These items will be updated, reviewed and distributed yearly

- Training Powerpoint What Every Employee Must Be Told! Training Module: For New and Existing Employees (Ho'okako'o Corporation presentation)
- School Year Calendar -- A live and updated master calendar available on school google calendar, and school website; hard copy also available from the school office.
- Local Advisory, Staff and Faculty Meeting and Professional Development calendar -- A live and updated master calendar available on school google calendar, and school website;
- Bell Schedule – Available on-line an on the school website.
- Staff Phone extensions – Available from the school office
- Safety Plans – See handbook contents.
 - Most commonly practiced plan is Fire.
 - Yearly practiced plans – Evacuation and Lock Down
 - Other safety plans in process of development, practice – Lock Down because of student disruption, Nuclear Attack, Active Shooter
- All employees are encouraged to visit the Hawaii DOE for additional safety policies and procedures for employees and students
<http://www.hawaiipublicschools.org/BeyondTheClassroom/SafeSchools/Pages/home.aspx>

FREQUENTLY USED TERMS, DEFINITIONS AND ACRONYMS used at Kualapuu School

3 Year Plan – Refers to a internal school planning google document to outline school improvement efforts aligned to our accreditation action plan. The document is a live, continuously used and adjusted document that changes based on PLC discussions, teacher feedback, and student needs and outcomes. This long range plans helps determine priority actions since we cannot do everything at once, so we have to pace ourselves.

21 Hour PD – Per HSTA Contract, 21 additional hours have been added to the school year for professional development. Please see HSTA contract for additional information. At Kualapuu, 21 Hours are scheduled typically on Wednesdays from 3-4pm. However, other days may be scheduled. These dates are on the Master Calendar. Teachers are required to attend 21 Hr PD.

BERC Group (Baker Evaluation Research and Consulting Group) -- The BERC Group is an independent evaluation, research, and consulting firm focused on putting research into practice. Their mission is to skillfully gather, analyze, and use data to inform, inspire, and improve all learning organizations. The STAR Protocol is the common tool uses to gather data from classroom observations. At Kualapuu School, BERC is know to provide evaluation services for grants and to provide professional development.

Chapter 19 (Hawaii Department of Education Student Discipline Policy) -- Kualapuu School follows this policy concerning student discipline.

<http://boe.hawaii.gov/policies/AdminRules/Pages/AdminRule19.aspx>

Charter School – In Hawaii, Charter School are independent public schools governed by each school’s governing board. The schools receive public funding and are required to follow all state and federal laws. Charter Schools are also governed by the Hawaii Board of Education; however, some policies by the BOE may include and/or exclude charter school.

See more at Hawaii Charter School Commission for further information.

<https://www.chartercommission.hawaii.gov/>

CSSS (Comprehensive Student Support System) – Hawaii DOE system to coordinate student support for students. Using the Student Support Team (SST) process, student specific needs may be addressed via multiple meetings with teachers, support staff, and parents. The Student Services Coordinator is the coordinator for students in the SST process. See Section on Student Support.

Core Concern (FORM) -- This is a FORM used by the school to initiate the CSSS/Student Support Team process. Forms are available from the administrator or the Student Services Coordinator. Forms are also available at the front office. See Section on Support Services.

Discipline Incident Referrals (DIRs) are forms to document a disciplinary incident. These DIRs are used to document student behavior, teacher follow-up, and administrative follow up. These DIRs are then entered into a statewide database to track student behavior. It is important to use the DIRs as they are formal documentation of a student’s behavior and issues. Student data is needed to provide students with the appropriate help as a child moves through the Student Support Team Process.

GLOs (General Learner Outcomes) – The Department's General Learner Outcomes (GLOs) are the overarching goals of standards-based learning for all students in all grade levels. See also

- <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/LearnerOutcomes/Pages/home.aspx>
- <http://www.hawaiipublicschools.org/ParentsAndStudents/GradeLevelOverview/ElementarySchool/Pages/home.aspx>

ESAP (Elementary School Attendance Program) – An Islandwide process for monitoring student attendance. See section on School Operations and Daily Procedures.

FTE (Full Time Equivalency) -- An FTE is the hours worked by one employee on a full-time basis. The concept is used to convert the hours worked by several part-time employees into the hours worked by full-time employees. Typically, 1.0 FTE is considered to be 40 hours per week, which is calculated as: 8 hours per day x 5 work days per week.

HAPI (Homework and Parent Involvement) – See Section on Homework Assignments.

Hawaii Charter School Commission – State organization to support and manage charter schools in Hawaii. See for further information. <https://www.chartercommission.hawaii.gov/>

Hawaii Government Employees Association – Union representing School Administrators, Educational Assistants, Office Staff, School Food Service Managers. See HGEA Contract for information.

Hawaii State Teachers Association – Union representing Bargaining Unit 5 – Teachers, Counselors, and other teacher type positions, such as Curriculum Coordinators. Please see HSTA Contract for information.

Hui Makua – This is the official parent organization for the Hawaiian Language Immersion Program, and they support students/teachers in HLIP program.

IDEA -- The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. At the School level, student who are identified for IDEA services are serviced through Special Education Services, and student have a plan of services called an **IEP (Individualized Education Program)**.

Infinite Campus – An on-line student information system. This system is managed by the School Registrar/Clerk. Report Cards are also managed using the Infinite Campus system. A user password is required for access.

ILT (Instructional Leadership Team) – ILT is an islandwide professional development opportunity to build teacher leadership and collaboration around specific instructional outcomes selected by the school. Selected teachers volunteer to be on this team for 2-3 years and participate with other Molokai schools for professional development.

Kula Kaiapuni o Kualapu'u (The Community Learning Center of Kualapuu) -- The name of the school for the Hawaiian Language Immersion Program (HLIP).

LAP (Local Advisory Panel) – See section on Organizational Structure at Kualapuu School.

PLC (Professional Learning Community) – At Kualapuu PLCs are referred to specific times where teachers meet to discuss teacher learning needs, and student outcome needs. PLCs are structured conversations to include agendas, data analysis, instructional adjustments, professional readings. Minutes serve as documentation of conversations.

PSAP (Primary School Adjustment Program) – A support program for students who are encountering transitions and social emotional challenges. Students may have “check-in” and pull-out services as needed through para-professional educational assistants. This program is targeted for grades kindergarten through third grade. Students are referred to PSAP through the Student Support Team process.

PSO (Parent Student Organization) – This is our official parent and staff support organization for student and family events. This is a separate organization from the school that has its own officers. PSO has its own fundraisers to support events like Halloween, Christmas, Makahiki, and May Day. Dues are collected to me a member of PSO.

SF5 (Standard Form 5) – The SF5 is the official document that every contracted employee receives from the school that determines an employee’s employment status, type of employee, pay scale, and other employee information. **EVERY EMPLOYEE SHOULD REVIEW THEIR SF5 FOR ACCURACY.**

Section 504 -- Section 504 of the 1973 Rehabilitation Act was the first disability civil rights law to be enacted in the United States. It prohibits discrimination against people with disabilities in programs that receive federal financial assistance, and set the stage for enactment of the Americans with Disabilities Act. Section 504 works together with the ADA and IDEA to protect children and adults with disabilities from exclusion, and unequal treatment in schools, jobs and the community. At Kualapuu, students are identified for Section 504 services via the CSSS/SST process.

QAS (Quarterly Assessment System) – QAS are assessments used to collect student achievement on a quarterly basis. Assessments are typically in Reading/Language Arts (English/Hawaiian), Math, Writing. The QAS may be generated at the school level or may use commercial/on-line products. Teachers are **REQUIRED** to complete QAS assessments prior to the end of the quarter. Data from QAS are use during the Quarter Response to Intervention Meetings (RtI) and/or PLCs. Goals and Targets for QAS are discussed with teachers during PLC and/or other curriculum meetings. 2019-2020 On-line programs for QAS at Kualapuu include but are not limited to Achieve 3000, NWEA, DIBELS, and classroom and curriculum assessments.

Title 1 - Federal funding for schools with students, schools, and communities who meet low income requirements. To qualify at least 40% of school population must qualify for Free and Reduced Lunch.