

Code of Conduct Policy & Procedure

Date Originally Adopted: 1/27/10

Revisions: 6/28/11, 5/22/17

Related Documents:

The faculty, staff, administration, and student body at Kona Pacific work with a social inclusion model for school-wide discipline and positive behavior support. The Code of Conduct guides us in our thoughts, words and actions when interacting with others and our environment. Discipline at Kona Pacific is considered an aspect of moral guidance and not a form of punishment. Parent support of the Kona Pacific Code of Conduct is vital for our discipline program to be consistent and effective.

The purposes of the Code of Conduct are as follows:

- To provide a safe environment conducive to learning for all students and staff;
- To promote character education and to cultivate the values upheld by Kona Pacific that ensure the demonstration of mutual respect;
- To redirect and address misguided behavior in a way that develops self-direction;
- To provide pro-active and preventative measures to encourage expected behaviors.

ALOHA Values

Aloha is something lived, not said, according to the kupuna. It may be viewed as social etiquette and grace one affords to others whether it be *ohana* (family), neighbors, figures of authority, subordinates, *kupuna* (ancestors), or even the forces seen in the environment. It is more than just “love”. Students and all staff at Kona Pacific share responsibility in following these values:

<i>Akahai</i>	Modesty/Gentleness
<i>Lokahi</i>	Togetherness
<i>ÓiaiÓ</i>	Truthfulness
<i>Haáhaá</i>	Humbleness/Humility
<i>Ahonui</i>	Patience/Perseverance

- A** Preserve the integrity of ourselves and school by:
- Attending school, being on time, coming ready to learn, and remaining at school for the duration of the school day; and
 - Being prepared to participate in class, and complete work in a timely manner.
- L** Support each other by upholding Kona Pacific’s Code of Conduct and by obeying all school rules and agreements.
- O** Work truthfully by behaving honestly and with dignity. Treat others with respect, kindness, and courtesy.
- Be aware of how words, actions, and attire affect others.
 - Treat all property belonging to the school and others with care.

- H Show humility by responding in a respectful manner to adults while participating in school sponsored activities.
- A Come together in patience, persevering our principles of ALOHA and Code of Conduct.

General Policy

Teachers have the primary responsibility during school hours for guiding and disciplining students under their supervision. A teacher may refer a student to a school administrator if that student persists in disrupting his/her learning, the educational environment of other students, or compromises his/her own safety and/or that of others. The administration is charged with promoting and maintaining a safe and nurturing learning environment. As such, they will consider and impose any and all disciplinary action to preserve a safe and secure educational setting. It is the responsibility of the administration to support teachers in the process and to follow guidelines established in Kona Pacific's Code of Conduct.

When a Kona Pacific student does not follow school rules and guidelines and/or the Code of Conduct on campus or while on a fieldtrip, the adult responsible for the supervision of the student, i.e. the teacher, playground monitor, chaperone or administrator, will determine the appropriate response. In certain cases, removal from the group is necessary to protect the student and/or the learning environment.

At any point in the behavioral support process, an action plan may be developed that may include the teacher, parent, administration, behavior support specialist, and/or special education staff (e.g. school psychologist, student services director, clinical psychologist). To ensure student success in the educational setting, the action plan may include a behavior support plan, modified school day, parent-shadow, behavior checklist, referral for student study team evaluation, and/or referral to outside agencies.

Chapter 19 (Hawaii Administrative Rules Title 8, Department of Education)

Chapter 19 governs student misconduct and discipline in public schools operated by the Hawai'i Department of Education. As a public charter school, Kona Pacific is exempt from the requirements of Chapter 19. Because Kona Pacific values the principles articulated in Chapter 19, the school has created policies and procedures that are aligned with Chapter 19 for addressing student misconduct and discipline. When a student's behavior violates established rules of the department, state or local criminal laws, or the student willfully disobeys legitimate directives of school personnel, the school may take appropriate disciplinary action in accordance with Chapter 19. A copy of Chapter 19 in its entirety is available at the school office or on the Hawaii Department of Education website.

FERPA (Federal Education Right of Privacy Act)

This federal statute prohibits the communication of academic or behavioral records of any student with anyone other than their parent or legal guardian. Kona Pacific will not discuss the behavioral or academic records, performance, consequences or actions of a student with anyone other than the parent or legal guardian of the student. This confidentiality is not only a federal law, but is in the best interest of maintaining the privacy of the students and families at Kona Pacific.

School-wide Expectations

- Use kind words and actions everywhere with everyone;
- Respect the campus environment and boundaries;
- Find non-aggressive ways to resolve conflict;
- Accept responsibility for one's own actions;
- Play in cooperation and with a spirit where everyone is welcome;
- Play safely following playground rules;
- Wear closed toe shoes when outside of the classroom;
- Listen to all staff and teachers with respect and cooperation;
- Use all equipment and play areas as intended;
- Follow the dress code and wear the school uniform as intended;
- Wear hats when appropriate (not during assemblies, chant or in the classroom);
- Students are role models for other students.
-

Classroom Expectations

- Take turns to speak, raising hand before speaking aloud;
- Treat others with kindness and understanding through words and actions;
- Respect oneself, other students and ones teacher;
- Obtain permission from the teacher prior to leaving the classroom;
- Respect all classroom materials and furnishings with cleanliness and order;
- Listen attentively to teachers and follow directions given;
- Allow others to learn and do their best;
- Work together as a social unit throughout a variety of games, activities and spaces;
- Treat others with respect, kindness, and courtesy;
- Give every task effort and care, knowing when to be serious and focused;
- Be aware of how your words and actions affect others.

Faculty and Staff Expectations:

- Read and uphold the Kona Pacific Code of Conduct as well as all other school policies;
- Be a positive role model in word and action at all times;
- Be observant of signs of distress or suspected incidents of bullying and/or harassment;
- Intervene appropriately when acts of bullying and/or harassment are reported or seen;
- Work to remove opportunities for bullying and/or harassment through active supervision;
- Report suspected or observed incidents of bullying or harassment to the administration;
- Complete documentation and communicate with parents when appropriate;
- Actively teach expected appropriate behaviors that students are responsible to exhibit;
- Be there to guide children when appropriately asked for help, avoiding being dismissive;
- Help students improve their social skills;
- Provide a regular rhythmical routine of activities and collaborative learning;
- Design activities and assessments for different levels of attention and achievement;
- Provide engaging experiences for children on a regular basis; and
- Implement behavior support plans and action plans with integrity.

Parent /Guardian Expectations:

The primary responsibility for the behavior of a student lies with the parent. The Code of Conduct does not intend to replace the responsibilities of the parent but rather to reinforce the family in the efforts to establish responsible behavior. Nonetheless, parents are expected to play an active role in supporting the school to create and maintain a safe and positive learning environment. Parents are encouraged to:

- Be positive role models in work and action at all times while on the Kona Pacific campus;
- Demonstrate respect and courtesy in all Kona Pacific relationships;
- Read, sign and uphold the Kona Pacific Code of Conduct as well as all other school policies;
- Discuss and clarify the Code of Conduct with your child/children;
- Take an active interest in your child's social relationships and friendships;
- Watch for signs of distress in your child or sudden changes in their behavior or demeanor which may indicate a potential problem;
- Communicate with Kona Pacific administration and/or faculty/staff members about suspected, observed, or reported incidents of bullying and/or harassment;
- Commit to working with Kona Pacific when your child is involved in a bullying and/or harassment incident.

Prohibited Conduct

- Obscene or abusive language;
- Gossiping, teasing or harassment of any person at any time;
- Showing disrespect, defiance or insubordination to an adult;
- Persistent misbehavior or disrespect for school rules;
- Theft, vandalism or destruction of property;
- Dishonesty or fraudulent actions (willful deception, cheating, plagiarism, etc);
- Possession of inappropriate material (unless authorized by school personnel for special activities or instructional purposes)
 - Electronic such as: radios, CD players, MP3 players, tape recorders, electronic games, remote controlled toys.
 - Items that may create classroom or campus disturbances (e.g. water balloons, slam/slang books, etc.)
 - Cellular telephones and any electronic device must remain off and will be collected at the start of each day by the class teacher and returned at the end of the day, If students are found using cell phones or other electronic devices during school ours, the devises will be secured in the school office for a parent to pick-up
 - Drug/Gang/ Sexually explicit related articles, materials or subject matter
 - Tobacco
- Inappropriate public display of intimacy or affection; and
- Leaving school boundaries without permission.

Anti-Bullying Policy

The purpose of Kona Pacific's policies is to outline our community's responsibilities to eliminate social, emotional and physical intimidation and bullying in any form within the Kona Pacific community. The school strives to nurture the emotional well-being of its whole community. All students are expected to refrain from any comments, attitudes, bullying, physical touching, or attentions that are unwanted by or upsetting to another person. It is of the utmost importance that

each student develops and practices a respectful sensitivity for the physical and emotional boundaries and well being of the other people in the school.

Repeated, unwanted and disrespectful attention is called harassment. Bullying and/or harassment can take many forms, all of which are serious personal and social offenses. Feelings and conscience will reveal whether someone is caught up in harassment, either on the receiving or the giving end. If a student becomes involved in a situation involving harassment or bullying, it is of the utmost importance that the student seek immediate guidance and help from a trusted adult. Students are encouraged to speak to a parent/guardian, teacher, counselor, administrator, or any adult who will appropriately do what is needed to put a stop to the harassment. Similarly, if a student witnesses a situation involving harassment or bullying, the student is encouraged to report the situation to an adult.

Kona Pacific actively provides positive behavior support and teaches strategies of social inclusion. Some of these strategies are “Circle of Friends”, “Put-Down Diet”, and “Ready for Change”. These methods allow us to take a deeper look at the social dynamic, helping the children to find their role in the group, which is vital to spiritual/soul/self development. We define ourselves increasingly through social relationships, therefore, it becomes crucial that conflict is not avoided but channeled, that the nature of our encounters be guided with consciousness and thoughtfulness.

Steps of Intervention

Reminder (Step One): If a student exhibits behavior that interrupts the learning environment, a teacher will provide appropriate reminders to bring about awareness of the unacceptable behavior and redirect the student to demonstrate appropriate classroom behavior. Whenever possible teachers will acknowledge the right behaviors and encourage practice of those behaviors.

Reflection (Step Two): Should reminders not be sufficient, a student who exhibits behavior that a teacher determines requires further action may be instructed to move to a desk or place of self-reflection until the teacher determines that student is ready to rejoin the class. The teacher may redirect/implement other strategies, such as changing seats, providing an alternative assignment or duty to re-set, giving a break for self-reflection (a no-blame re-set).

Removal (Step Three): If after step one and step two have been utilized, the teacher may determine that the student requires removal from the immediate environment. The necessary documentation of this action will be made by the teacher. The student may be asked to sit outside the classroom in an area that can be seen by the teacher or the teacher may impose a minor consequence, which they will supervise, such as time-out, time-off of an activity or a work duty such as service to the classroom or campus. Teachers are required to notify parents when children reach step three, creating an opportunity for parent involvement in the process. Parent notification may be in the form of a “parent communication form” by email, in person, or a phone call within 24 hours of the incident. If a child reaches step three on multiple (3 or more) occasions within a 3-4 week period, the teacher will notify the school administrator, who may proceed with an action plan to meet the challenges of the student’s behavior.

Referral (Step Four): A student may be sent to the school administrator at the discretion of the teacher once repeated attempts have been made to address the misbehavior or if the misbehavior is serious in nature, such as physical aggression. A student who is referred to the school administrator will take a referral form, which includes a description of the behavior(s) from the teacher as well as any actions taken by the teacher prior to sending the student. The administration will determine an

age-appropriate resolution. Some examples may include a written/verbal apology, drawing of appropriate behavior, service to the school, contact with parents, and/or loss of free or class time. The incident will be logged and there will be communication with parents or guardians. The outcome will also be reported to the class teacher. The data collected will help inform best next steps for meeting student needs. Disciplinary actions for bullying and/or harassment incidents will be handled at the step 5 level – referral to the school administration and in a manner consistent with Chapter 19, class A and B offenses.

Referral/Suspension (Step Five): Suspension from school will be based on the severity of the infraction and will be considered on a case-by-case basis, and in alignment with Chapter 19. An investigation will be conducted and an incident report will be completed and filed. The parents/guardian will be notified prior to the suspension, and a parent conference will be held when possible and before the student returns to school. For a Special Education student, suspensions will be documented in ECSSS, and if a child reaches 10 days of suspension a manifestation determination meeting will be held in accordance with state law.

Dismissal (Step Six): Dismissal or up to a 45 day crisis removal from school will be based on the severity of the infraction and will be considered on a case-by-case basis, and in alignment with Chapter 19. If a student has been suspended for ten days in a school year, is unable to safely engage in the school program or if after an investigation, is found to be responsible for a serious offense (Class A violation under Chapter 19), crisis removal or dismissal will be considered. The student's parents/guardians will be notified in writing of the incident, and will be expected to attend a disciplinary hearing with the school director.