



Excellence | Integrity | Compassion

Upper and Middle School Parent/Student Handbook

2025-26

SUBJECT TO CHANGE

Parker School
65-1224 Lindsey Road
Kamuela, HI 9674

TABLE OF CONTENTS

TABLE OF CONTENTS	1
SCHOOL EMPLOYEES	5
ADMINISTRATION AND STAFF	5
MIDDLE AND UPPER SCHOOL FACULTY	5
MISSION	6
NON-DISCRIMINATION STATEMENT	6
DAILY SCHEDULE	6
SCHOOL HOURS	6
COMMUNITY TIME	6
STUDY HALL	7
ACADEMIC LIFE	8
GRADUATION REQUIREMENTS	8
Parker School Diploma	8
College Entrance Recommendations	8
Course Offerings for Middle School	9
Course Offerings for Upper School	10
ACADEMIC INTEGRITY	12
Academic Honor Code	12
Parker School Academic Honor Code Pledge	13
Penalties for Violation of the Honor Code	13
Collaborative Work	13
ONLINE LEARNING/INDEPENDENT STUDY	13
HOMEWORK POLICY	14
ASSESSMENT AND GRADING	14
Assessment: Formative / Summative	15
Relationship between Assessments and Grades	15
Formative and Summative Assessments	15
Conferences as Feedback on Learning	15
Academic Grades	15
Missing Evidence of Learning	16
Grade Point Average Calculation	17
Academic Contract Withhold	17
Changing Classes	17
DIVERSITY IN LEARNING STYLES	18
ACADEMIC HONORS AND AWARDS	18
Head's List & Honor Roll	18
Senior Awards	18

Scholarship and Other Awards	19
Eighth-Grade Awards	19
SCHOOL LIFE	20
ATTENDANCE	20
Planned Absence	20
Unplanned Absence	20
Remote Learning	21
Check-out Procedure	21
Tardies	21
Patterns of Absence	21
Student Responsibility During Absences	21
ILLNESS AT SCHOOL	22
COVID-19	22
Other Illness	22
DRESS CODE	23
Violations to Dress Code	23
VISITORS TO CAMPUS	23
Student Visitors	23
STUDENT TRANSPORTATION	24
Drop-Off	24
Pick-Up	24
Student Parking	24
Bicycle and Skateboard Riding	24
Driving/Riding Policy	24
OFF-CAMPUS PRIVILEGES	25
Off-Limit Areas	25
STUDENT COUNCIL	25
TEXTBOOKS, SUPPLIES, AND LOCKERS	26
STUDENT TECHNOLOGY	26
Acceptable Use Policy (AUP)	26
Technology Responsible Use Guidelines	27
Digital Citizenship	27
Digital Footprints	27
Protecting Privacy	27
Copyright Protection	27
Offensive Material	28
Communicating Safely Online	28
Commenting Responsibly	28
Social Media and Email	28
Gaming	28
Cyberbullying	28

Digital Vandalism and Malice	28
Ensuring Compliance	29
Use of Parker School Network, Technology Facilities and Equipment	29
Downloading Digital Content	29
Streaming Digital Content	29
Student Cell Phones	29
Telephone and Messages	29
STUDENT SUPPORT	30
EXPECTATIONS FOR STUDENT BEHAVIOR: DIGNITY & RESPECT	30
SCHOOLWIDE PROACTIVE STRATEGIES	30
Social Emotional Learning	30
TARGETED SUPPORT	31
Student Referral Form	31
DISCIPLINARY ACTION	31
Behavioral Probation	32
Suspension and Expulsion	32
Bullying and Harassment	32
Sexual Misconduct Policy and Complaint Procedure	33
DRUG AND ALCOHOL	34
Search and Seizure	34
Application of the Drug and Alcohol Policy	34
Tobacco Policy	34
ATHLETIC LIFE	35
SPORT OFFERINGS	35
High School Sports (BIIF)	36
Participation Requirements	36
Participation Policies	36
Eligibility Requirements	37
Academic Eligibility Requirements	37
Training Rules and Discipline	38
ATHLETIC FACILITIES	38
Parker School Facilities	39
TRAVEL AND FINANCIAL RESPONSIBILITY	39
Responsibilities	39
General Policies	39
Travel Dress and Behavior Standards	39
Financial Assistance for Tournaments	40
Fundraising	40
VARSITY ATHLETIC AWARDS	40
Varsity Letter Award Winners	40
Special Varsity Awards	40

PUBLICITY	40
CODE OF ETHICS	41
PERFORMING ARTS LIFE	41
PERFORMING ARTS PROGRAM	41
Parker School Theatre	42
Dramatiques	42
Participation Policies	42
GRADES	42
Commitment	42
IN THE THEATRE	43
PERFORMING ARTS AWARDS	43
PUBLICITY	44

SCHOOL EMPLOYEES

ADMINISTRATION AND STAFF

Head of School	Stephen Dunn
Assistant to the Head of School	Chris Wong
Head of Upper School	David Clarke
Head of Middle School	Patrick Caenepeel
Head of Lower School	Heather Polhemus
Middle/Upper School Receptionist & Health Aide	Uluwehi Montez
Registrar	Holly Langston
College Counselor	Bari Russo
Athletic Director	Eric Stewart
Assistant Athletic Director	Ali Ann Buscher
School Counselor	Layla Schuster
Learning Coach	Kelly Zalopany
Director of Finance & Human Resources	Robert McKendry
Director of Operations	Gerry Delgado
Senior Accountant	Pristeen Perreira
Accounting Specialist	Lisa Medeiros-Fukumitsu
Snack Shop Manager	Ellie Leach/Chris Wong
Director of Advancement and Alumni Relations	Melinda Mizuno
Associate Advancement Director & Capital Campaign Coordinator	Vickie Frogley
Director of Communications	Krista Anderson
Media Production Specialist	Brian Koranda
Director of Admissions	Makela Bruno-Kidani
Admissions Associate	Maile Wong
Maintenance Director	Eric Sills
Maintenance	Gary Romero
Landscaping Technician	Downey Kajimwe
Custodian	Angie

MIDDLE AND UPPER SCHOOL FACULTY

Evan Bartz	Middle/Upper School Humanities
Ali Ann Buscher	Middle/Upper School Physical Education
Heidi Buscher	Upper School Visual Arts
Christina Culligan	Middle School Visual Arts
Christina Doherty	Middle/Upper School Science (PT)
Candie Duggan	Middle/Upper School Music & Dance (Arts Department Chair)

Yngrid Feeney	Upper School Spanish
LeeJason Friend	Upper School Performing Arts/Technology
Christina Fulks	Upper School Spanish
Jennifer Futrell	Middle/Upper School Technology
Mathew Hamilton	Upper School Math & Science
Mindy Higgins	Middle/Upper School Math/ Science/ Health
Molly Lai	Upper and Middle School Humanities
Sara Jane Lilley	Middle/Upper School Performing Arts
Melissa Lunchick	Middle/Upper School Spanish & Yoga
Stephanie Mannion	Middle/Upper School Math
Kiyoshi Najita	Upper School Humanities (PT)
Adam Palya	Upper School Video Production
Adia Paulete	Middle/Upper School Spanish
Miriah Petruzzi	Middle/Upper School Humanities
Lillian Reyad	Upper School Math/ Math Lab Coach (STEM Department Chair)
Susan Rickards	Upper School Math/ Science/ Hawaiian Studies
Ryan Rosenberg	Upper School Humanities
Adam Ruderman	Upper School History (Humanities Department Chair)
Sheri Schmidt	Upper School Humanities
Adam Taufmann	Upper School Technology/Design Lab Coordinator
Bonnie Watterson	Upper School Spanish and Humanities (Spanish Department Chair)
Holly Weigle	Middle/Upper School Math/ Upper School Science
Rachel Wilczewski	Middle/Upper School Humanities/ Debate Director

MISSION

At Parker School, every student is known, valued, and nurtured. Our small-school setting and dynamic program foster confident, compassionate individuals who are thoroughly prepared for college, who enthusiastically engage in life, and who positively contribute to an ever-changing global community.

NON-DISCRIMINATION STATEMENT

Parker School does not discriminate on the basis of race, color, religion, sex, (including gender identity, expression or perceived nonconformity with gender stereotypes), sexual orientation, national or ethnic origin (including English Language Learners), age, status as an individual with a disability, or any other legally protected class.

DAILY SCHEDULE

SCHOOL HOURS

Parker School's hours of operation are from 7:30 a.m. until 4:30 p.m. Students are restricted to the front porch or lower hall before 7:30 a.m. Students must depart the Parker School campus by 4:30 p.m. Students waiting for a ride at the end of the school day must do so on the front porch or in the upper hall after 3:00 p.m. After 3:00 p.m. students can remain in or around facilities in the back of the school only if accompanied by Parker School staff/faculty for Parker School-related activities.

COMMUNITY TIME

In addition to their academic classes, students have community time each day. Twice per week students attend Hui Mālama (“care group”) with a small group of students, led by a faculty mentor. Once per week, students attend Grade Level meetings with their entire grade level, led by their Grade Level advisors. Once per week, students attend division-focused Family Meetings, led by the respective Division Head and/or that division’s Student Council. On most Wednesdays, students also have X-block, which provides opportunities for cross-divisional activities, guest speakers, service projects, and other community events.

Each grade level has three Grade Level Advisors (indicated by an asterisk below).

Sixth Grade Advisors:

Miriah Petruzzi, Christina Culligan, & Jen Futrell

Seventh Grade Advisors:

Adia Paulete, Melissa Lunchick, & Rachel Wilczewski

Eighth Grade Advisors:

Molly Lai, Mindy Higgins & Evan Bartz

Ninth Grade Advisors:

Stephanie Mannion, Holly Weigle & Eric Stewart

Tenth Grade Advisor:

Candie Duggan, Ryan Rosenberg & Ynggrid Feeney

Eleventh Grade Advisors:

Bonnie Watterson, Lillian Reyad & Adam Taufmann

Twelfth Grade Advisors:

Susan Rickards, Adam Ruderman, Bari Russo, Chris Wong

STUDY HALL

Students may be scheduled in one study hall per semester. With permission, Upper School students may be scheduled in up to two study halls per semester. During study hall time, students:

- Must be working quietly on their studies or independent reading.
- Must be respectful and quiet so that others may concentrate on their work.
- May work in small, quiet groups with permission of the teacher.
- Must use their devices responsibly and according to our Acceptable Use Policy. Students should not be engaged in gaming, social media, or inappropriate online behavior, **or cell phone usage**.
- May be allowed special permission to work with another teacher (extra help, make-up work, etc.), as long as the student obtains permission ahead of time from both their study hall teacher and the teacher they plan to work with. Students may not leave their study hall to attend a class they are not enrolled in.

Students in 10th, 11th, and 12th grade who are in good academic and behavioral standing may have a Free Study period for one of their unscheduled blocks. Students with Free Study period must sign in with a study hall teacher and must have their personal phone number on file with the Division Head and Front Desk Manager, in case of emergency. Students may spend their Free Study period anywhere within the allowed

boundaries of the Middle/Upper School campus, as long as they are not disrupting learning and as long as they are within reasonable range of adult supervision.

The Free Study is an earned privilege that can be taken away if a student is not completing their academic assignments, if they have not demonstrated responsible and/or respectful behavior, and/or if they have not followed the expectations for a Free Study period. Students who have more than one unscheduled class are only permitted one Free Study; their other unscheduled class must be in a supervised study hall.

With written parent permission, 12th Grade students with a Free Study at the beginning of the school day may arrive late to school and sign in before their first class. If they have a Free Study at the end of the school day, they may sign out after their last class. This again is a privilege that can be revoked at any time.

ACADEMIC LIFE

GRADUATION REQUIREMENTS

A typical class load for a student in Parker's upper school is five core academic courses and three electives for a total of eight classes per semester. Core courses include mathematics, science, history, English, and foreign language. 1 credit = a yearlong course; 0.5 credits = a semester course.

Parker School Diploma

- English – 4 credits
- History/Social Science – 3 credits
- Mathematics – 3 credits (must include Algebra II/Trig)
- Science – 3 credits (includes Biology, Chemistry and Physics)
- Fine Arts – 2 credits
- Foreign Language – 3 credits (in the same language)
- Physical Education – 2 credits
- Health – 0.5 credits
- Hawaiian Studies – 0.5 credits
- General Courses – 6 credits

Total = 27 Credits needed to graduate from Parker School

Transfer students' transcripts are evaluated individually for credit in English, mathematics, science, history, foreign language, and other areas that are required by Parker School for graduation. Courses that are not part of the Parker School standard curriculum may not receive credit toward a Parker School diploma. The Division Head will determine credit on a case-by-case basis.

Credit/progression policies for Math and Foreign Language in the Middle and Upper School

1. Those who complete the first semester with a D or above will receive a credit.
2. Those who complete the second semester with a D or above will receive credit.
3. Progression is awarded if the average of semester 1 & 2 combined equals a C- or above AND the semester 2 average is at least a C- or above.
4. A Certificate of Completion may be awarded to students who have not satisfied graduation requirements but who positively contribute to our school community. These will be reviewed on a case-by-case basis by the Head of the Upper School, the College Counselor, and the Head of School.

College Entrance Recommendations

All students are urged to work in consultation with their advisors and the college counselor to undertake the most rigorous college preparatory program of which they are capable.

Students hoping to gain admission to selective colleges and universities are advised that the minimum requirements for the Parker School diploma are a framework on which to build a complete transcript. They do not in themselves meet the entrance recommendations of select colleges. While all colleges maintain some flexibility in preparation requirements, applicants to selective colleges will ordinarily be competing against students who have taken the following:

- Four years of English with substantial writing requirements
- Four years of mathematics
- Four years of laboratory science
- Four years of at least one foreign language
- Four years of history/social studies
- Two years of fine arts (one year of visual art and one year of performing art preferred)

Course Offerings for Middle School

Humanities

Grade 6	Humanities 6A/6B	1 year
Grade 7	Humanities 7A/7B	1 year
Grade 8	Humanities 8A/8B	1 year

Mathematics

Parker School schedules all students in mathematics according to ability and not grade level. Students can be placed across the spectrum of all mathematics classes offered at Parker School based on placement testing.

Science

Grade 6	Earth Science	1 year
Grade 7	Life Science	1 year
Grade 8	Physical Science	1 year

Prerequisite Specialty Courses

Grade 6	Computer Discoveries	1 semester
Grade 6	Intro to Art – 2D/3D	1 semester

Electives

Students may select from the choices below. Each course listed below is 1 semester long or 0.5 credits.

Intro to Art - 2D/3D
Digital Art
Pottery and Sculpture
Mixed Media: Photo, Drawing & Painting
Middle School Play Production
Introduction to Sewing
Jazz Dance
Contemporary Ballet
Chorus
First Lego League

Robotics
STEAM

Foreign Language

Parker School schedules all students in foreign language according to ability and not necessarily grade level.

Grade 6/7	Explorations of Spanish	1 year
Grade 6/7/8	Foundations of Spanish	1 year
Grade 7/8	Spanish Language and Culture 1	1 year
Grade 8	Spanish Language and Culture 2	1 year

Physical Education

Grade 6	Physical Education	1 year
Grade 7	Physical Education	1 year
Grade 8	Physical Education	1 year

*Students may take Ballet as an alternative to PE.

Course Offerings for Upper School

All students enrolled in Advanced Placement (AP) classes must take the AP test in May. This test is proctored at Parker School and costs approximately \$99.

English

Grade 9	English 9	1 year
Grade 10	English 10	1 year
Grade 11	English 11/12 Seminars	1 semester each
Grade 11	AP Language and Composition	1 year
Grade 12	English 11/12 Seminars	1 semester each
Grade 12	AP Literature and Composition	1 year

History

Grade 9	Throughlines: Places	1 year
Grade 10	Throughlines: Ideas	1 year
Grade 10	Hawaiian Studies	1 semester
Grade 11	US History	1 year
Grade 11	AP U.S. History	1 year
Grade 11/12	Government	1 year
Grade 11/12	AP Government	1 year
Grade 11/12	Philosophy	1 year
Grade 12	AP Psychology	1 year

Mathematics

Parker School schedules all students in mathematics according to ability and not grade level. Students can be placed across the spectrum of all mathematics courses offered at Parker School based on placement testing.

Pre-Algebra	1 year
Algebra 1	1 year
Geometry	1 year
Algebra II	1 year
Honors Algebra II/Trig	1 year
Probability & Statistics	1 year
Pre-Calculus	1 year
Honors Pre-Calculus	1 year
Calculus	1 year
AP Calculus AB	1 year
AP Calculus BC	1 year

Science

Grade 9	Biology	1 year
Grade 10	Health	1 semester
Grade 10/11	Chemistry	1 year
Grade 11/12	AP Chemistry	1 year
Grade 11/12	Physics	1 year
Grade 11/12	AP Physics C: Mechanics	1 year
Grade 11/12	AP Physics C: Electricity & Magnetism	1 year
Grade 11/12	AP Biology	1 year
Grade 11/12	Anatomy & Physiology	1 year

Foreign Language

Parker School schedules all students in foreign language according to ability and not necessarily grade level.

Grade 9-12	Spanish 1	1 year
	Spanish 2	1 year
	Spanish 3	1 year
	Spanish 4	1 year
	Topics in Spanish	1 year
	AP Spanish Language & Composition	1 year

Fine Arts

Grade 9-12	2D Art & Design	1 year
	3D Art & Design	1 year
	Photography	1 year
	Pottery and Sculpture	1 year
	AP Studio Art	1 year
	Acting	1 year

Contemporary Ballet*	1 semester
Jazz Dance*	1 semester
Tech Theatre	1 semester
Songwriting	1 year
Fashion & Costume Design	1 year

Technology

Grade 9-12	Computer Science	1 semester
	Innovation Essentials	1 semester
	Making & Marketing	1 semester
	Artificial Intelligence	
	Innovate & Launch	1 year/1 semester
	Engineering Design 1	1 semester
	Engineering Design 2	1 semester

Physical Education

The following course opportunities provide a 0.5 credit toward a student's physical education requirement.

Grade 9-12	Conditioning	1 semester
	Yoga	1 semester
	BIIF Sports	1 semester
	Dance Course	1 semester

Electives

Grade 9-12	Debate	1 year
	Internship	1 year/1 semester

Credit/progression policies for Math and Foreign Language in the Middle and Upper School

1. Those who complete the first semester with a D or above will receive a credit.
2. Those who complete the second semester with a D or above will receive credit.
3. Progression is awarded if the average of semester 1 & 2 combined equals a C- or above AND the semester 2 average is at least a C- or above.

A Certificate of Completion may be awarded to students who have not satisfied graduation requirements but who positively contribute to our school community. These will be reviewed on a case-by-case basis by the Assistant Head of School, the College Counselor, and the Head of School.

ACADEMIC INTEGRITY

Academic Honor Code

Parker School students will engage honestly in all academic assignments and present work that is their own. By striving for these high standards at Parker School, we demonstrate pride in ourselves, in Parker School and in our community.

Intellectual integrity is the foundation of any academic pursuit. Helping students to develop academic integrity is one of the primary goals of education. Students should learn to think and to express their ideas independently. Whereas some assignments may require group effort, the representation of another person's work as one's own is a breach of that integrity. Following are some examples of violations of Parker School's Academic Honor Code.

- **Plagiarism** – committed whenever another person's words or ideas are used and presented as one's own. This includes taking a verbal, printed, or artistic source and presenting it as one's own as well as utilizing websites that enable plagiarism by paraphrasing content. The use of other people's words, ideas, and illustrations is permitted only with proper acknowledgement, footnote, and bibliography.
- **Cheating** – committed whenever one copies another's work, uses unauthorized notes, or gives or receives information during a quiz or an examination.
- **Fabrication** – the falsification or creation of data, resources or grading.
- **Aiding in academic dishonesty** – the facilitation of plagiarism, cheating or fabrication.
- **Lying** – committed in written or verbal form with the intent to deceive in regard to academic pursuits.
- **Threatening** – committed whenever a student, staff or faculty member is threatened for the purpose of receiving work, a grade or to prevent the reporting of an Honor Code violation.
- **Bribery** – the exchange of a reward for a grade or an assignment.

Use of Artificial Intelligence

At our school, we take academic integrity seriously, and this includes appropriate use of technology and artificial intelligence. Students are expected to create their own work and avoid using AI tools to complete assignments or exams without explicit permission. Any suspected misuse of AI technology will be thoroughly investigated and may result in disciplinary action. By upholding high standards of academic honesty, we foster a learning environment based on trust and fairness. The school has categories that teachers use to signal the level of AI allowance for particular assignments.

Parker School Academic Honor Code Pledge

As a member of the Parker School community, I pledge to live by and to support the letter and spirit of Parker School's Academic Honor Code.

Penalties for Violation of the Honor Code

When a student is suspected of violating the Academic Honor Code, they will meet with the appropriate division head to examine the incident. An administrative panel will decide on the course of action. Likely outcomes will include a temporary revoking of privileges, conference with parents, communication with all of the student's teachers and Hui Malama mentor, acknowledgement of incident on quarterly narratives or semester report comments, and/or documentation to monitor future patterns. Because demonstration of learning is the primary goal, the student will be expected to complete an entirely new assignment with similar learning objectives under supervised conditions, if necessary. (Students may be required to redo the assignment; failure to complete this requirement will lead to further disciplinary actions.) Additionally, because part of learning involves reflecting on poor choices, the student will not be defined by the incident but will be expected to demonstrate growth and improvement.

If a student repeatedly violates the Honor Code, further disciplinary actions will follow, including suspension or expulsion. In the case of seniors, prospective colleges may be notified of the offense and punishment.

Collaborative Work

Assigned collaborative work allows students to share ideas, compare their thoughts with others, and divide tasks of information gathering. The collaborative task has specific strengths. Collaboration, however, should not be used to replace independent thinking and expression; each individual student will only receive a grade for their own work. Unless the assignment has specified that a student may record the shared ideas of a group, word choice on more regularly assigned individual exercises and papers should be original and distinct. Students should bring their own devices to class, take their own notes, and be responsible for their own thinking and expression. This individual practice builds the skills and habits of academic integrity.

ONLINE LEARNING/INDEPENDENT STUDY

Parker School offers the opportunity for students to take classes through one of a few online distance learning organizations. Families must cover any additional cost for these courses. Students must receive permission from the Head of the Upper School and parents/guardians to enroll in online classes if credit is being sought. Because online learning requires more independence and responsibility, online courses will mostly be offered to Upper School students—though some exceptions may be made. Online courses will be documented with a transcript from the online organization and Parker will send this transcript with the Parker transcript for college and scholarship applications. Please note, however, that online courses do not replace graduation requirements if a course in the same subject area is offered by Parker School.

The Head of School or Head of Upper School must also approve concurrent registration at a university, another high school, and/or online program in advance. The criteria are usually that the course is not available at Parker School and that the student's level of independence supports the successful completion of the outside work. The family must assume all costs. Students must be in good standing at all times to qualify for online learning and independent study.

Students will only receive Parker credit for Parker courses unless it is prearranged with the Head of the Upper School or Head of School. Students wishing to receive credit for a course taken outside the Parker School curriculum must submit a request to the Head of the Upper School for approval before the course begins. Any credits received will be included on a separate transcript along with the Parker transcript. The student's family must assume any costs.

HOMWORK POLICY

Parker School utilizes Google Classroom as its learning management system for teacher-student classroom communication. Though homework assignments are often communicated to students during class time, students are expected to check their Google Classroom daily for updates to homework assignments. Homework will be posted more than one day before the due date so that students have the option of completing the assignment the day it is assigned or the day before it is due. Failure to complete homework assignments may result in ineligibility to retake summative assessments (quizzes, tests, essays, projects, etc.), based on the discretion of the teacher.

Daily homework loads for students are dependent on many factors, including grade level, course selections, study halls, individual learning styles, and work ethic. Parker School is committed to supporting a healthy balance between academics, extracurricular, and family time. Study hall (free study period for 10th through 12th grade) and lunch time often provide ample opportunity for students to work on daily assignments in a supportive environment. It is our aim to foster work habits and promote autonomous, self-directed learning.

Students should expect to have practice exercises, homework, long-term assignments, and some amount of studying on a daily basis during the school week. This amount of time is less in lower grade levels and may increase in higher grade levels, particularly if a student is taking one or more advanced classes. As students progress from Middle to Upper School, assignments require more self- and time-management for students; parents can aid in this progression by building effective study habits at home, such as establishing homework routines and providing a distraction-free environment so students can focus.

If you have concerns regarding the amount of time your child is spending on homework, please communicate with the individual teacher(s) and the corresponding division head. Physical, psychological, and emotional well-being need to be prioritized over stress and burnout. The school will partner with parents and students to provide support and strategies for managing school workload.

ASSESSMENT AND GRADING

Grading at Parker School serves two primary functions:

- a. To communicate student progress and achievement to students, parents, school administration, and possibly future educational institutions.
- b. To provide a reflection of a student's learning against course objectives and desired outcomes

Grades at Parker School are fair and accurate. They reflect learning, understanding of content/concepts, and mastery of skills. Grades do not assess work habits, attitude, attendance, participation, or deadline adherence. These factors deserve attention and may influence academic performance. Teachers will reinforce study skills and work habits in their classes and will provide feedback on these non-academic competencies on report narratives.

Parker School provides grade reports at the end of each semester. Midway through Semester One and midway through Semester Two, students receive progress reports and written narratives on their progress in each class. Credits are earned at the completion of a semester.

Students and parents may use the school's parent/student portal to check on academic progress at various points throughout the school year.

Assessment: Formative / Summative

Relationship between Assessments and Grades

Anytime teachers gather and use information about what students know, understand, and can do with what they know and understand, they are assessing students. There are many ways that teachers assess students—from homework checks, quizzes, class discussions, writing assignments, presentations, experiments, projects, tests, presentations, etc. Assessments provide the teacher with feedback on an individual student's learning progress, provide an opportunity for the teacher to give students feedback on how to improve, and provide feedback on the teacher's instructional practices. Put simply, the student uses teacher feedback on their assessment to adjust their approach to learning while the teacher uses feedback from students' assessment to adjust their approach to teaching.

Most assessments (such as homework checks, classwork, drafts, exercises, etc.) are formative, meaning they are opportunities for students to practice, take risks, learn, and reflect for improvement. At the end of a learning period (such as a unit or chapter), students often have tests, essays, projects, etc. that require them to show what they have learned. These summative assessments receive a grade.

Formative and Summative Assessments

Formative Assessment is defined as “assessment **for** learning” and may include homework, classwork, practice, check-up quizzes, and writing drafts. Formative feedback provides students direction, correctives, and guidance on the progress of their learning (*during* the learning process) to prepare for their more comprehensive summative assessments. Because students benefit from taking risks and learning from mistakes, scores on formative assessments do not count against their final semester grade. Formative assessments also provide teachers with feedback that informs their instructional practices.

Summative Assessment is defined as “assessment **of** learning” and may include tests, projects, essays, presentations, and exams. After students practice skills and attempt to demonstrate understanding on formative tasks, they demonstrate their learning on summative assessments. These grades factor in for the student’s final semester grade.

It’s important to note the assessments designed as summative assessments (such as a test or exam) may be used formatively in ways that provide students risk-free experiences of the summative task. These would be described as “assessments **as** learning”.

In general, teachers provide formative feedback on Google Classroom on a regular basis and will update the portal a few times per quarter with results from summative assessments.

Conferences as Feedback on Learning

Parent/teacher/student conferences are scheduled during the first semester while Student-Led Conferences are scheduled during the second semester. Additionally, parents may request a conference at any time by contacting the teacher. Students and parents needing to communicate with teachers directly are asked to email them via the Parker School email system but should allow more time for a response for emails sent in the evening, during weekends, and/or during holidays. Urgent questions should be sent to the division head or administrative receptionist. Teacher emails are available on the course information pages in the Portals Plus program.

Academic Grades

Grades are based on learning demonstrated by the end of each semester:

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F Below 60

Middle School Physical Education classes are graded on Pass/Fail, not on an A-F scale. Failure to pass a semester of PE will result in a referral to the Student Support Team and a parent meeting in order to design a plan for improvement. Repeated failures in PE may affect a student’s future enrollment at Parker School.

Missing Evidence of Learning

Students should be given second-chance opportunities for doing poorly on a summative assessment and may negotiate extensions for deadlines. Because unsubmitted work does not show demonstrated learning, teachers will not award zeros for missing work but instead will enter "I" for incomplete work. Again, grades reflect academic achievement.

A. Incomplete on Summative Assessments

An Incomplete ("I") will be used in our reporting system when a student has not submitted required evidence of learning on a summative assessment by the due date. This "I" will be recorded as the final semester grade until the student appropriately demonstrates the missing evidence of learning.

B. Incomplete on Formative Assessments

When students do not make use of formative assessments (homework, classwork, practice, etc.), they miss the opportunity to get feedback on their learning. Teachers may record these missing assessments as "NS" ("not submitted") in their gradebooks. Evidence of learning on formative assessments can only help a student's final grade; poor performance or unsubmitted formative assessments do not count against a student's semester grade. Teachers, however, may require evidence of formative practice before allowing students to retake a summative assessment. (See below.)

C. Conditions for Completing or Retaking Summative Assessments

Parker School believes that students should be given second-chance opportunities for missing or doing poorly on a summative assessment. The conditions for completing a missing assignment must be established between the teacher and the student, and it is the student's responsibility to meet those conditions. These conditions may include the student coming in before school, during a free/study period, or during Wednesday morning CoLab time. They may also include requiring students to complete formative practice and/or to work on a re-learning plan with the teacher to ensure that a pattern of incomplete work does not develop. If a student who is doing a re-take to bring up their assessment grade fails to meet this second-chance requirement, the initial grade on the assessment will stand. If a student who has an "Incomplete" on an assessment due to missing work fails to meet this extended deadline, the division head will be informed and a parent meeting will be arranged.

D. Consequences for Incomplete Assessments

Upper School students who have "Incompletes" and/or who ask for deadline extensions will have privileges revoked (free study, off-campus lunch privileges, senior lounge, senior late arrival/early dismissal) until they have completed the assessment.

E. Incomplete on Semester Report

If an "I" is used for a Semester One report, a student has up to 20 days into Semester Two to submit the required evidence of student learning to convert the "I" to a grade. (In this situation, it is highly advisable for the student to use Winter Break to complete this missing work.) If an "I" is used for a Semester Two report, the student's progression to the next level of the course is at risk; additional summer assignments may be required before the start of the new school year. In both cases, it is the student's responsibility to submit the required evidence to the teacher. If inadequate evidence is submitted, then the "I" becomes an "NC" (no credit) on the student transcript and no credit is given for the course. In the case of failure to receive credit, students' continued enrollment at Parker School will be in jeopardy. Students with one or more "NC" may be able to enroll in a summer course (at the family's expense) to remain enrolled and get back on track to earn the required credits.

F. Honor Roll/Head's List Eligibility

Students who earn an "I" for any class on a semester report are not eligible for the Honor Roll or Head's

List.

Grade Point Average Calculation

GPA's are calculated according to the following scale:

A = 4.00
A- = 3.67
B+ = 3.33
B = 3.00
B- = 2.67

C+ = 2.33
C = 2.00
C- = 1.67
D+ = 1.33
D = 1.00
D- = 0.67
F = 0.00

An additional grade point is assigned to each Advanced Placement (AP) class grade for purposes of GPA calculation only.

Academic Contract Withhold

Academic Contract Withhold may occur for students in academic difficulty. Withholding a contract for academic reasons is at the sole discretion of the administration. Before a contract is withheld, Parker School is committed to communicating academic performance during parent/teacher meetings, report cards, and via the parent portal. Additional communication of performance may be arranged with individual teachers and/or the administration.

Changing Classes

Students may change classes within the first two weeks of the semester without loss of credit or academic penalties. Students wishing to change classes are required to confer with their parents (and, in the case of 11th or 12th graders, the college counselor) to discuss the class change. The student should complete a Schedule Change Request form during these first two weeks of the semester. Some follow-up with students, parents, and/or teachers may be required before a change request is granted.

Students who change classes will be responsible for making up any missed work. Changing classes *after* the first two weeks of class will be recorded on the student's transcript as a withdrawal (W) from the class. The last day to drop (withdraw from) a course is three weeks prior to the last day of classes in that semester.

DIVERSITY IN LEARNING STYLES

Parker School recognizes and values diverse learning styles and thinking among our students. This diversity enriches our school community. Consistent with its policy prohibiting discrimination, the School is committed to ensuring that students are provided with equal access to its programs. The Student Support Team (SST), including division heads, School Counselor, and Learning Coach work together to explore individual student needs. The Learning Coach, in collaboration with the SST, will communicate to teachers the recommended accommodations to support varying learning styles so that diverse learners can better access instruction.

Requests for accommodations should be addressed to the Division Head and the Learning Coach. When evaluating a request for accommodations, Parker School will collect all information relevant to determine whether the School can appropriately meet the student's needs. This information may include psycho-educational testing, aptitude and achievement tests, physicians' statements, teacher recommendations, information regarding the student's physical condition, and adaptive behavior. When extra support is indicated for a student, the school will develop and implement an individual plan with the

student, parents, and the administration. The Learning Coach will review and update this plan, if necessary, on a periodic basis, taking into consideration the student's development. Parents may be asked to provide additional support services as needed to help the student's success at Parker School. We rely on our students and parents to work actively with us toward these goals.

When students are unable to succeed at our school despite reasonable accommodations and support, Parker School offers assistance in identifying alternative school placement.

ACADEMIC HONORS AND AWARDS

Head's List & Honor Roll

The Head's List and the Honor Roll are determined twice a year, at the end of each semester. GPAs for these honors are calculated using grades from classes taken during the preceding semester. To qualify for the Head's List, an A (3.75) average, with no grade lower than a B-, must have been earned. To qualify for the Honor Roll, a 3.50 average must have been earned. Students who receive an Incomplete on their semester report are not eligible for the Head's List or Honor Roll.

Senior Awards

1. The Head of School Award is presented to the senior who has clearly given extraordinary effort and has left the school a better place than when he/she entered.
2. The Parker School Trustees' Award is presented to the senior who has given superior service to the school and/or community and best exemplified the spirit of the Parker School Vision.
3. The Richard Smart Award for Academic Excellence is presented to the student who has maintained a record of academic excellence.
4. The Personal Achievement Award is given to the senior who has shown exceptional personal growth during his or her senior year.
5. The Longevity Award is presented to the senior who has been enrolled the longest at Parker School.
6. The Valedictorian Certificate honors the senior with the highest academic achievement, has not been placed on probation during the senior year, and has been enrolled at Parker School since the beginning of their sophomore year.
7. The Salutatorian Certificate honors the senior with the second highest academic achievement, has not been placed on probation during the senior year, and has been enrolled at Parker School since the beginning of their sophomore year.

Scholarship and Other Awards

Parker School students in grades 6-12 are recognized for excellence, advancement, and/or persistence in all academic courses and BIF sports at end-of-year awards ceremonies.

- The John and Muffet Callender award goes to a rising senior with financial need who maintains a good academic record, upholds the School's code of conduct, and exemplifies the School's values of excellence, integrity and compassion; application required. The award provides \$3,000 toward the recipient's senior year tuition.
- The Mie Kim Najita Award goes to a rising senior with financial need who has demonstrated consistent academic effort and shows promise for future achievement. The award provides \$2,500 towards the recipient's senior year tuition. Students who receive tuition remission are not eligible for the monetary award but can receive the recognition.
- The Irma Packard Norman Scholarship is awarded to a rising senior with financial need who has shown outstanding citizenship towards this school, his/her peers and teachers during his/her time at Parker

School. While not ignoring the importance of academics, this individual has placed emphasis on displaying caring and kindness towards others and has gone above and beyond in creating a mutually respectful and inclusive environment here at Parker School. The award provides a \$1,000 award toward the recipient's senior year tuition.

- The Ibby Jenkins Memorial Scholarship is awarded to a rising senior who is an exceptional visual artist at Parker School. The awardee exemplifies Ibby's thirst for artistic discovery and her passion for creative growth. This award is in recognition of the valuable place artists hold in society. The award provides a \$1,000 award toward the recipient's senior year tuition.
- The Ulu Pono Scholarship is awarded to new students entering Parker School's middle school. The scholarship is given on the basis of a student's academic merit, character and demonstrated passion in an area of interest to the student (for example: sports, the arts, a community organization such as a church or cultural activity, or any other area that is meaningful to the student and in which their participation is notable). The Ulu Pono Scholarship is renewed each year of the student's Parker School career based upon academic progress, good citizenship, and upholding the school's code of conduct.
- The Richard Smart Scholarship is awarded to new students entering Parker School's upper school. The Richard Smart Scholarship is renewed each year of the student's Parker School career based upon academic progress, good citizenship, and upholding the school's code of conduct. This scholarship is not given in addition to need-based financial aid, but in lieu of it.
- The Po'okela Scholarship recognizes exceptional achievement in the areas of the sciences, arts, humanities and community stewardship. It is available to current Parker School students who will be enrolled in grades 6-12. This \$3,000 merit award can be granted in addition to standard need-based financial aid, though financial need is not a requirement. The award will renew annually based upon excellent academic progress and an exemplary disciplinary record for the duration of the student's Parker School career. Students are limited to one application per year in their school division (Middle School and Upper School). Recipients can only be awarded and maintain a single Po'okela Scholarship during their tenure at Parker School.
- The Mamoru and Aiko Takitani Scholarship is awarded to one student in the senior class at the end of their senior year. Funds go directly to the college they are attending. Seniors must apply and the recipient is chosen by a committee based on those applications. Community service, scholastic achievement, active participation in extracurricular activities, and financial need are some of the eligibility requirements. The Parker recipient then moves on to be considered for larger state-wide scholarships.

Eighth-Grade Awards

The Valedictorian Certificate honors the eighth-grade student who has the highest academic achievement, has not been placed on probation during the eighth-grade year, and has been enrolled at Parker School for more than one year.

The Salutatorian Certificate honors the eighth-grade student with the second-highest academic achievement, has not been placed on probation during the eighth-grade year, and has been enrolled at Parker School for more than one year.

SCHOOL LIFE

ATTENDANCE

Parker School values in-person learning. When students are absent from school, they miss important academic experiences such as group work, discussion, hands-on experiments, and access to teachers for extra help—not to mention the non-academic experiences of grade level meetings, Hui Malama, club meetings, intramural

sports, and socializing with classmates. Though remote learning opportunities are available for unavoidable absences (see below), they cannot fully replicate the social and educational benefits of being at school in person.

Absences from school should therefore be rare occurrences and should be arranged in such a way that reduces disruption to the student's social, emotional, and intellectual development. Additionally, because the learning experience is a social one, students/parents should consider the potential inconvenience repeated absences might cause for teachers, classmates, and staff.

Planned Absence

For any unavoidable planned absence, the student's parent/guardian should complete the [Planned Absence Form](#), which is located on the "Current Families/'Ohana" section on our school website. Parents can also contact the front desk receptionist to have the link to this form sent to them. Additionally, students are expected to inform any teachers of classes they will miss to make arrangements to make up missed assignments. Most assignments can be found on teachers' Google Classroom sites.

Unplanned Absence

For any unplanned absences (such as illnesses or sudden emergencies), parents should contact the front desk receptionist as soon as possible so the school is aware of the circumstances of the absence. Parents are encouraged to keep their children home if they have symptoms of physical illness, both to allow the child to recover and to prevent the spread of any illness among the school community. In these cases, students should rest and should not request access to remote learning.

A student who misses the first half of the school day due to illness should remain home for the remainder of the day. They will not be allowed to attend afternoon classes or after-school events (such as sports or drama).

A student who is absent without a parent or guardian excuse is considered truant and will be referred to the Division Head for disciplinary action, which may include suspension or expulsion. Additionally, a student who is present at school but does not attend a required class ("cutting class") will also be referred to the Division Head for possible disciplinary action.

Remote Learning

Because of the inconveniences hybrid teaching causes teachers and the psychological harm of extended screen exposure, Remote Learning will only be allowed in special circumstances. If students are required to quarantine due to travel, COVID-19 exposure, and/or close-contact, they will be allowed to connect remotely. Any other request for long-term remote learning must be requested as far in advance with the appropriate division head. (See Planned Absence above.) This line of communication is important so that teachers have sufficient time to prepare for hybrid instruction. Remote Learning will, therefore, not be available for same-day/unplanned absences. Students are not permitted to request access to remote learning from teachers if arrangements have not been made through division heads first. See [Remote Learning Plan](#) for more details.

Check-out Procedure

Parents must communicate ahead of time to the front desk receptionist to obtain permission for their child to leave school during school hours for an appointment. When students check out early, they must sign in at the front desk upon returning to campus. Appointments should be scheduled during a non-class time whenever possible. Parents are discouraged from allowing students to walk home to retrieve homework or

lunch.

Tardies

If a student arrives late to school, they should request a Tardy Slip from the front desk to bring to their first block teacher. Students have 10 minutes passing time between classes and 60 minutes for lunch; these breaks provide ample time for students to socialize, visit their lockers, and arrive at their next class before the start time. Arriving to class and being prepared by the designated class start time demonstrates respect for the teacher and for learning. Teachers will address students who fail to demonstrate this respect on an individual basis. If a pattern of excessive tardies develops, tardiness becomes a behavioral issue. (See section on Discipline/Behavior below.)

Patterns of Absence

Often, repeated absences are not the choice of the student but of the family, so disciplinary action in these circumstances are not appropriate. Students' physical presence in school, however, is important, so repeated absences (~5 or more in a semester) will need to be addressed. In these situations, parents/guardians will be required to meet with the Division Head to discuss a plan to reduce the absences and support the student's learning. Eight (8) absences, excused or unexcused, in any given class per semester may result in the loss of course credit. Students may be counseled to repeat a grade level in extreme circumstances in order to remain enrolled at Parker School.

Student Responsibility During Absences

Google Classroom and school email makes it easy for students to keep track of their assignments and/or to communicate with teachers for any questions about missed work. It is the student's responsibility to use these resources to make sure they do not fall behind during absences. Additionally students should make arrangements to make up any missed assessments when they return to school. If students do not complete missed assignments, they miss an opportunity to show their learning, which may result in an "Incomplete" on their report card. (See Grading Policy above.)

ILLNESS AT SCHOOL

COVID-19

The impact of the global COVID-19 pandemic on our State and island community has been significant and is in constant change. The school will establish policies and procedures from time to time to address the health and safety of our entire school community, taking into account federal, state, and county guidelines, recommendations, laws, and regulations. Please refer to [Parker School's Health and Safety Handbook](#) and the [COVID-19 Response page on our website](#) for current COVID-19 requirements and protocols. All students and families are required to follow the safety policies and procedures enacted by the school that the administration has determined to be in the school's best interest to prevent the spread of COVID-19 and protect our school community. These measures are subject to change at any time and may include, but are not limited to:

1. Social distancing including but not limited to remote learning.
2. Daily health screening, including temperature checks and triage questionnaires.
3. Personal protective equipment (i.e. masks, goggles/face shields, gloves).
4. Personal hygiene measures (i.e. hand washing/sanitizing).
5. Restrictions relating to outside socialization, gatherings, and off-island travel.
6. COVID-19 testing.
7. COVID-19 vaccinations.

If a student has a temperature over 100.4 F or if the student exhibits visible symptoms of illness consistent with COVID-19 (feverish or unusually warm, coughing/sneezing, sore throat, shortness of breath/difficulty breathing, headache/stomach ache/nausea, muscle pain/unusual fatigue and/or a new loss of taste or smell), the student will be asked to follow the process of self-isolation, quarantine, recover and check with their doctor. Students are not to return to school until their temperature and symptoms are normal for 24 hours without medication.

A parent may be asked to pick up a student showing the following symptoms: feverish or unusually warm, coughing/sneezing, sore throat, shortness of breath/difficulty breathing, headache/stomach ache/nausea, muscle pain/unusual fatigue and/or a new loss of taste or smell. **Students are required to provide proof of a negative test result following any absence from school related to illness with symptoms of COVID-19 (fever, fatigue, muscle or body aches, headache, congestion or runny nose, cough, vomiting, diarrhea, loss of taste/smell, shortness of breath).** Test should be FDA Emergency Use Authorized.

Other Illness

- Students not feeling well enough to participate fully in the school day must be kept home.
- Students are not to return to school until their temperature and symptoms are normal for 24 hours without medication.
- When a student is out due to a contagious illness (such as Strep; Hand, Foot & Mouth; Pink Eye, etc.) a note from the doctor is required upon entry back into school.
- It is not permissible for students to carry personal medications or to distribute medications to other students. Any student who requires medications (this includes everything other than non-aspirin) during the school day must have the parent/guardian come directly to the school to administer the medication.
- Parents of students required to carry and/or use an inhaler or Epi-Pen due to allergies must fill out a consent form with the upper school office. Parker School needs to know and have written consent by the parent and physician that the student is carrying the medication and has been instructed in the proper method of self-administering.

DRESS CODE

The purpose of the dress code is to express our commitment to the balance between community values and individuals' self-expression, and to help our community and the individuals to navigate this balance. The dress code and our clothing choices should support our school values. Practice of the dress code should encourage mindfulness, rather than heighten students' self-consciousness about how others judge them. The dress code should encourage students to identify ways in which their clothing supports their learning and help to foster students' self-expression within a community of learners. Dress code is designed to be universal, holding the same standards for all students, regardless of age, socioeconomic status, ability, religion, race, gender identity and expression, body type, and other aspects of identity. Responsibility for dressing according to these guidelines rests with the students and their parents.

Specific guidelines in the dress code provide a community-wide framework to complement individual self-expression:

- Clothes should be clean and safe.
- Underwear must be worn but not visible. Bras, if worn, should be minimally visible.
- Shirts/tops should not be see-through and must cover at least half of the torso. Students may wear midriff-baring shirts as long as the length is appropriate. (Sports bras, for example, are not permitted.)
- Pants/shorts/skirts/etc. should be buttoned and fully cover the student's backside and conceal underwear.
- Words or graphics promoting sexism, racism, homophobia, or anything that discriminates against or intimidates a particular group of people is not allowed. *
- Words or graphics depicting or promoting pornography, alcohol, weapons, drugs, tobacco, and other illegal substances are also not allowed.*
- Sunglasses may only be worn outside.
- Activity-appropriate footwear is to be worn at all times.
- When mandated, approved face masks must be worn. Students may only remove masks to eat/drink and must be physically distanced from others when they do so.

**These restrictions apply to any visible surface on campus, including water bottles, lockers, laptop cases, and backpacks.*

Courses or clubs may have expectations around activity-specific dress (public speaking or job readiness, for example) but should not require culturally-specific or gender-normalized attire.

Enforcement

Any dress code violations pertaining to safety (eg. inappropriate shoes for PE) or respect (eg. sexist image, drug/alcohol reference) may be addressed with a student directly, respectfully, and appropriately by a faculty or staff member. The student may be required to change their clothing immediately depending on the violation.

If a student's dress code violation draws attention to the body, the student will receive an anonymous email from "dresscode@parkerschoolhawaii.org" that provides a clear explanation of what part of the Dress Code is

in violation. The first violation notice will be sent to the student directly; additional violation communications will involve parents and possibly behavior consequences. Again, depending on the nature of the violation, the student may be required to change clothing.

Student Ownership and Reflection

As students navigate the balance between self-reflection and responsibility to community expectations, they should consider the following questions. Students may be asked to speak to one or more of these questions directly if they are in violation of the dress code.

- How are my clothing choices likely to either positively or negatively impact others?
- To what extent are my clothing choices appropriate for a multigenerational and multicultural school community with small children, young adults, adults, and older people?
- Do my clothing choices divide, hurt, demean, or discriminate in any way?
- How do I respect and support other members of the community in their clothing choices?
- How do my clothes express my identity today?
- How well do my clothes reflect what I want others to think of me?
- Will my clothing choices allow me to fully participate in my education? Will I be able to sit on the floor or on the ground outside comfortably and generally focus on my studies, rather than my clothing?
- Some special events at school and some trips off campus might have different dress requirements to enable full participation. Have I dressed in a way that is in accord with the occasion?
- Does my clothing meet health code and common sense safety requirements?

Sources

[*Girls Against Dress Codes*](#)

[*A high school updated its dress code to be more body-positive—and it's about time*](#)

[*Oregon NOW Model Student Dress Code \(2016\)*](#)

[*Castle High School Dress Code*](#)

[*Baltimore Friends School Family Handbook*](#)

VISITORS TO CAMPUS

All visitors, including parents, are required to report to Kahilu Hall front desk to sign in. NOTE: A visitor is a person who is not a Parker School student or staff member. Please refer to our [Campus Visitor Procedure](#) for more information on visitor requirements.

Student Visitors

Parker School encourages student visitors to shadow current students in order to obtain a true Parker experience. Student visitors must be prospective students and must have obtained appropriate permissions (on the visitation form) no less than 24 hours prior to the intended visit. Forms are available from the Admissions Director. In cases where having a shadow student in class might cause a disruption to the learning experience, a teacher should notify the Admissions Director so that alternative plans can be made for the visiting student.

STUDENT TRANSPORTATION

Due to increased traffic concerns, student safety and neighborhood quality of life, the Parker School student drop-off and pick-up policy is as follows:

Drop-Off

- Students may be dropped off near the Kahilu Hall (the upper hall)
- Students may not enter the upper school area prior to 7:30 am.
- There is no drop-off on Pu'uki Road
- Students dropped off in front of the school on the park side of the street must cross at the crosswalk
- All County and State traffic laws are in effect at all times:
 - The area in front of the school is a designated loading zone. Parking is not permitted.
 - U-Turns are not permitted.
 - Stopping and/or Standing in striped areas is not permitted.
 - Vehicles must yield to pedestrians in the crosswalk.

Pick-Up

- A Parker School Administrator will be present from 2:45-3:15 each day to monitor loading and unloading areas in front of the school.
- Students may be picked up after 3:00 pm daily.
- All County and State traffic laws are in effect at all times:
 - The area in front of the school is a designated loading zone. Parking is not permitted.
 - U-Turns are not permitted.
 - Stopping and/or Standing in striped areas are not permitted.
 - Vehicles must yield to pedestrians in the crosswalk.

Student Parking

Students may park in the Parker School parking lot, located south of the school. Students and parents may not park on Pu'uki Road or drop off children for school on Pu'uki Street. Parking near the business office is reserved for deliveries and parents who have business office transactions only. Parking in the row closest to the school in the school parking lot is reserved for employees.

The school parking lot can be very busy in the afternoon during dismissal. Please observe the 5 MPH speed limit in the parking lot and be sure to drive in the proper direction through the parking lot. Watch for pedestrians as you reverse out of your parking spot and avoid using your mobile phone and other distractions.

Bicycle and Skateboard Riding

Bicycle and skateboard riding are not permitted on campus during the school day. Students who have off-campus lunch privileges may ride their bicycle as long as they are wearing a helmet. Students should not ride bicycles until they are outside of the Parker School parking lot. During the school day, skateboards must be stored safely in the Upper Hallway. It is unlawful to skateboard in Anuenue Park outside of the designated skateboard park. Parker School students may not use the skateboard park during school hours.

Driving/Riding Policy

During school hours, students are not allowed to go to their cars unless they have prior authorization from a teacher or administrator. Students who need to drive to special appointments during school hours must obtain written permission from their parents/guardians for each occasion. Each driving request must be submitted to the receptionist by 8:00 a.m. of the day of the driving request. Driving requests must specify the reason, destination, and time for the trip. Students who will be attending a special school event requiring a student driving or riding are to complete a Special Event Driving/Riding Permission form and are

to submit it to the teacher in charge prior to departure. No exceptions will be made.

Parker School reserves the right to prohibit student parking on school grounds if there is sufficient evidence of the student's unsafe driving.

OFF-CAMPUS PRIVILEGES

Middle School students do not have off-campus privileges and are expected to stay on campus at all times. Upper School students are allowed off-campus during lunch to go to the KTA or Foodland shopping centers via sidewalks or roads. Only seniors are allowed to drive or ride together during lunch break; other Upper School students may walk or bike (helmet required) to these allowed areas. Seniors may not ride with non-Parker friends. These privileges may be revoked at any time by a student's parents or the administration. Off-campus privileges carry with them the responsibility to represent Parker school positively in our community, to be in compliance with school rules, and to arrive in time for any class, meeting, or required school activity. This privilege may be rescinded for disciplinary reasons or academic difficulty. Students leaving campus during the school day, including the lunch hour must remain in dress code including wearing face masks.

Students may leave with their parent/guardian only after the parent/guardian checks in at the front desk and properly signs their child out. . If the student's friend(s) will also be riding with the parent/guardian, a written note from the student's friend's parent/guardian must be turned in at the front desk. Only after the note is filed with the front desk and the student is properly signed out, will that student be allowed to ride with the parent/guardian.

SCHOOL RULES REGARDING TOBACCO, ALCOHOL, AND DRUGS APPLY DURING THE ENTIRE SCHOOL DAY, ON OR OFF CAMPUS, ON ALL SCHOOL TRIPS, AND AT SCHOOL EVENTS. THESE RULES ALSO APPLY WHEN ON-CAMPUS DURING NON-SCHOOL HOURS.

*Please see information in Section VI under Drugs and Alcohol.

Off-Limit Areas

The school buildings and grounds are off-limits before 7:00 a.m. and after 4:30 p.m. unless accompanied by an employee. During the school day, students are expected to remain within the limits of the Middle & Upper School campus, either supervised by Parker faculty or within reasonable proximity of faculty supervision. The following areas are off-limits during school hours:

- Any part of the Waikoloa Stream
- Area behind Foodland shopping center
- Anuenue & Waimea Nature Parks
- Any private property or residence around campus
- Pu'uki Road

STUDENT COUNCIL

The upper school Student Council (StuCo) serves as a channel for school communication, a voice in decision-making, and a sponsor of social activities and community service. Each spring, elections will be held for the following year for the four StuCo leadership positions: President, Vice President of Communication, Vice President of Fund-Raising, and Vice President of Events

Additionally, at the beginning of each school year, grade levels will elect two students as their grade's StuCo

representatives. To remain a StuCo leader or representative, a student should strive to embody the values of Excellence, Integrity, and Compassion. Additionally, they must be in good academic and behavioral standing. StuCo representatives failing a class or demonstrating inappropriate behavior may be required to resign their position.

TEXTBOOKS, SUPPLIES, AND LOCKERS

Parents will be notified when they need to order textbooks. Books must be ordered and received before the first day of school. If a family is unable to purchase books online please contact the Business Office.

Students are expected to provide their own supplies. Individual faculty may require special materials and a list will be available in our summer mail out and on the website.

Upper school students are assigned lockers in the lower hall. Middle school students are assigned lockers in the middle school locker rooms. Seniors have priority in choosing a wooden locker. Students must bring in their own locks for their locker and are cautioned not to reveal their locker combinations to each other. Please be aware that private schools possess the legal right to open lockers and inspect their contents. Parker School administration will conduct a locker search only if there is reasonable cause to do so.

STUDENT TECHNOLOGY

Technology is an essential part of our daily lives and school lives. At Parker School, technology is used in the service of learning and enhances the educational experience of our students. When referring to “technology” this includes, but is not limited to, the school’s network, iPads and other tablets, laptops, desktop computers, music listening devices, and mobile phones.

Acceptable Use Policy (AUP)

Acceptable uses of technology at Parker School are activities which support teaching and learning. Students are expected to communicate with the same appropriate and courteous conduct online as they would offline or face-to-face and in a manner that reflects our core values of excellence, integrity and compassion. Students are also encouraged to use technology resources solely for purposes which meet their individual educational needs. Any use of technology that is not in support of educational purposes should be done outside of school hours and without school resources. Violation of the acceptable use policy will result in disciplinary action commensurate to the level of the violation. This policy is provided to make students and parents aware of the expectations of Parker School and the responsibilities associated with efficient, ethical, and lawful use of technology resources.

All devices are subject to routine monitoring by teachers and administrators. Parker School technology staff will periodically monitor wireless activity in order to maintain the integrity and security of our network and wireless system. In addition, Parker School reserves the right to confiscate and search all student devices to ensure compliance with the AUP and the Discipline Standards given reasonable suspicion.

Technology Responsible Use Guidelines

Digital Citizenship

The internet (including related tools such as AI) is a powerful resource and its use requires responsibility for oneself and to others. Part of being a good digital citizen is using technology in a responsible, appropriate way. Students will create positive online communities rooted in trust and respect, think before

they send or post information, and report any offensive online behavior or interactions to a trusted adult. Unacceptable uses of the network and devices are activities which violate the school community and our culture of respect, empathy and unity. Students are expected to show leadership and will be held accountable for unacceptable uses of technology and the network including, but not limited to accessing Internet resources or visiting websites deemed inappropriate by the staff and administrators of Parker School. Students will not leave their own work on any school device. Students will not intentionally delete, damage or appropriate other students' work.

Digital Footprints

Sharing information online can be a great way to accomplish a task or work on a project collaboratively. However, there is certain information that students should not share online or with others. It is possible for information you post on the Internet to be accessed by anyone even after you have deleted it. Information you post on the Internet can affect your future. Students will not share or post inappropriate information online such as any of the following: passwords, private and personal information about yourself, and private and personal information about others. Many websites collect information from visitors for advertising or data collection purposes. Students will understand how and why companies collect their information so they can make informed decisions before providing personal information to a website. Furthermore, students will move from consumers of technology and media resources to ethical producers of technology and media resources enabling them to be responsible, productive community members.

Protecting Privacy

Violating the privacy rights of students and employees of Parker School by taking and/or publishing digital images, audio or videos of other students or employees without their permission is unacceptable. Taking and/or publishing digital images, audio or videos which are inappropriate, embarrassing, harmful, or harassing to others is also unacceptable.

Copyright Protection

Students will use the Internet and digital tools to produce content for the classroom. Students will not present the work of others as their own work. When working on projects or any other work with online resources, students will follow copyright laws. In an effort to encourage the proper respect for the copyright concept on the Internet, the following guide for staff and student users is provided:

- If the user did not create a non-public domain written work, piece of art, photograph or music, or obtain rights to it, THE USER DOES NOT OWN IT.
- If the user does not own the non-public domain material, the user may not copy it or distribute it to others.
- The author or owner of a document or other type of information must explicitly relinquish rights in order to place a work in the "Public Domain" and thereby make copying/distribution with specific authorization possible.
- Fair use allows the user to copy small portions of a work the user does not own without permission, but only for criticism, education, news reporting, and the like.
- When in doubt, the user should ask the creator or owner of material for permission to use the work.

Offensive Material

Although Parker School attempts to block online access to all inappropriate sites, students should always use care when searching, viewing or transmitting information on the Internet. Students should report to a responsible adult any unblocked sites that are harmful or offensive. Downloading, storing, or printing graphics, videos, files or messages that are profane, obscene, or that use language that offends or tends to degrade others and transmission of, or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients is a violation of the AUP.

Communicating Safely Online

Students should understand that online talk may be risky. Students will recognize and report any warning signs of inappropriate digital or online dialogue and will not participate in inappropriate digital or online dialogue. Students will not actively participate in the sharing of inappropriate photos and/or information of themselves or others. "Sexting," spamming or the transmission of inappropriate images or messages digitally, is a violation of School policy and can be a very serious violation of state and federal laws.

Commenting Responsibly

It is important for students to understand the positive and negative aspects of their digital life. Students will be able to make comments on age-appropriate websites. These comments, like anything else on the Internet, have digital permanence and may be impossible to erase. Students will display respect and thoughtfulness online by not posting negative, inappropriate, or personal comments or content about others or themselves. Additionally, student postings on school managed digital course platforms, discussion boards or websites are subject to the rules of their classroom and Parker School.

Social Media and Email

Students will have access to a school email account and will receive basic training on email etiquette. Inappropriate content in emails, messages, documents, or online postings is not acceptable and nor is using profanity, obscenity or other language which may be offensive to others.

All email can be viewed by teachers, administrators or parents. Email should be written with thought of the audience and purpose. Students will learn about interaction, risks, and responsible use on social media sites that they may encounter.

Gaming

In order to maintain a learning-focused environment, students are not permitted to game on their devices during the school day (7:30 a.m. – 3:00 p.m.). Exceptions may occur for faculty-supervised gaming or E-Sports clubs.

Cyberbullying

Cyberbullying is the use of digital technologies or mobile devices to harass, threaten, embarrass, or torment another student. Using the Internet to harass or bully anyone using Parker School technology whether on-campus or off by spamming, participating in polls, "bash" sessions, rumors, or mass emails that are harmful or embarrassing is a violation of the AUP. This includes spreading messages that are hurtful, harassing, sexist, racist or homophobic, via any electronic forum, including but not limited to social networking sites such as Facebook, Snapchat, Formspring, IM, email, blogs, personal websites and video sharing sites such as YouTube. Cyberbullying may be subject to state and federal law enforcement action.

Digital Vandalism and Malice

Unacceptable behavior includes gaining access to other students' accounts, files, and/or data, participation in credit card fraud, electronic forgery or other forms of illegal behavior. Vandalism includes but is not limited to any malicious attempt to harm or destroy hardware, software or data, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components or intentionally bypassing the Internet filters. Students may not use the Parker network for financial gain or for intentionally spreading computer viruses, attempt to hack into any computer or other device on the school network, or use monitoring software, or keystroke loggers, gain unauthorized access to computer systems or files, or in any manner tamper with technology devices belonging to Parker School or other students.

Ensuring Compliance

All devices are subject to routine monitoring by teachers and administrators. Parker School technology staff will periodically monitor wireless activity to maintain the integrity and security of the network and wireless system. In addition, Parker School reserves the right to confiscate and search all student devices to ensure compliance with the AUP and the Discipline Standards given reasonable suspicion. Violation of the AUP will result in disciplinary action commensurate to the level of the violation up to and including expulsion from school. When applicable, law enforcement agencies may be involved.

Use of Parker School Network, Technology Facilities, and Equipment

From 7:30 a.m. to 3:00 p.m. at school or a school-related function, the school network, technology facilities, and school-owned equipment are to be used for educational purposes only. Parker School will continue to maintain a no-gaming policy during school hours. Please see the Parker School Acceptable Use Policy for further details. Students violating the Acceptable Use Policy will have restorative consequences and/or disciplinary action as outlined in the Student Support policy below.

Downloading Digital Content

Downloading digital content can slow down our network, thus negatively impacting student and faculty educational goals. For this reason, students will refrain from downloading digital content during school hours unless expressly permitted by a member of the Parker School faculty, staff, or administration.

Streaming Digital Content

Digital content streaming can severely impact our network, thus negatively impacting student Internet access and educational goals. For this reason, students will refrain from streaming digital content during school hours unless expressly permitted by a member of the Parker School faculty, staff, or administration.

Student Cell Phones

Cell phones may not be used during class time to make/receive phone calls or text messages, take unauthorized photographs, access social networking sites, or anything else that is potentially disruptive to the learning environment and/or the student's own learning experience. Teachers may allow students to use Smart Phones for specific assignments.

The school reserves the right to implement division-wide policies on cell phones, including complete restrictions on cell phone use during school hours.

Telephone and Messages

Students have access to a landline phone before school, during lunch, and after school. Students are not permitted to use the phone during class time. The telephone is in the upper hall, on the left-hand side of the stairwell. Incoming messages for students will be limited to immediate family members only. Messages for students and faculty will not be delivered to classes except in case of emergency.

STUDENT SUPPORT

EXPECTATIONS FOR STUDENT BEHAVIOR: DIGNITY & RESPECT

Our shared values at Parker School shape our expectations for students' behaviors. All members of our 'ohana deserve **dignity and respect**. We honor the dignity of each other by ensuring that everyone feels they belong in our school community. We show respect in several ways:

- Respect for Self and Others—*physical boundaries, manners, feelings, cultural diversity, etc.*
- Respect for Environment—*cleanliness, responsibility, safety, etc.*
- Respect for Property—*others' belongings, school furniture/property, etc.*
- Respect for Time—*school/class start times, deadlines, scheduled meetings, etc.*
- Respect for Learning—*teacher expectations, focus, disruption-free, etc.*

Parker School recognizes that making—and learning from—mistakes is a key part of one's education. To this end, our behavior policy makes every effort to ensure that dignity and respect are upheld, and related consequences are carried out in a fair, supportive, firm, restorative, and consistent manner. "Restorative methods seek to address problems by working *with* youth rather than doing things *to* them or *for* them." (Harrison, 2007). Parker School will consider proactive and preventative measures before reactive and punitive measures, whenever possible. The Student Support Team (made up of the School Counselor, Learning Coach, and both Division Heads) works with teachers and students to find the best solutions to behavior concerns. These solutions aim to honor individual dignity and restore justice to any intended or perceived wrong.

Behavior management is carried out through **restorative practices** at three levels, as necessary:

1. **Schoolwide proactive strategies** for all students in Middle & Upper School
2. **Targeted Support** for individualized student needs
3. **Disciplinary Action** for select students who have earned firmer consequences.

SCHOOLWIDE PROACTIVE STRATEGIES

Parker School's primary mission is to ensure every student is known, valued, and nurtured. To this end, teachers work to establish positive and trusting relationships with students and to foster these relationships among students themselves. Behavior management, therefore, starts with an intentional focus on supporting students' social/emotional development.

Social Emotional Wellbeing

Social/emotional well-being is fundamental to academic success and to positive behavior. Student development depends on social/emotional support, coping strategies, and reflection opportunities. Students, therefore, are assigned a Hui Mālama ("care group"), which is made up of a small group of students in their grade and is supervised by a faculty member (Hui Mālama mentor). Students meet in their Hui Mālama weekly. Middle School Hui Mālama utilizes the Character Strong curriculum to provide students with skills and strategies for understanding and managing their emotions and their relationships with others. Upper School Hui Mālama provides a space for reflection and collaboration, and supports the development of key skills (core values) such as critical thinking and a sense of purpose.

Our full-time school counselor regularly attends Hui Mālama sessions and, along with the division heads, helps coordinate and structure Hui Mālama curricula for each division and/or grade level.

TARGETED SUPPORT

When the first proactive tier of Student Support to all students is not enough, the next approach involves a targeted approach to support students who need more individualized attention. Targeted support might include regular check-ins with the counselor, conflict-resolution interventions, parent involvement, and/or individualized behavior plans. Behavior is a form of communication; the intent of targeted support, therefore, is to identify what the student's behavior is communicating and to restore respect and dignity to the situation. The Student Support Team (SST), comprised of the school counselor, learning coach, and division heads, oversees this restorative process.

Student Referral Form

When teachers have concerns about a student's behavior, learning, or social/emotional well-being, they complete a Student Referral Form, which alerts the Student Support Team (SST). Since behavioral, social/emotional, and learning concerns often overlap, the SST can work together to address specific concerns, track patterns, and arrange for targeted interventions. With SST overseeing this process, parents and teachers can collaborate to find a path forward to support the student as necessary.

With any targeted support plan, there will be a set timeframe to phase out support as the student develops self-management skills and strategies. Targeted support cannot be a permanent solution. If behavior, learning, and/or social-emotional concerns continue beyond these targeted interventions, the SST will work with school administration and parents to require outside resources and, if necessary, to recommend/require withdrawal from Parker School.

DISCIPLINARY ACTION

If a student's behavior continues despite targeted interventions, support gives way to restorative consequences and disciplinary action. In extreme cases, such as violent behavior, truancy, or evidence of drugs/alcohol, the behavior will have immediate consequences.

Serious Offenses include (but are not limited to) the following:

- Repetition of behavior incident
- Use of incendiary devices, including lighters and matches, without Parker School staff/faculty supervision
- Harassment or threats of violence (see Bullying and Harassment section)
- Cutting class (i.e., missing any class without valid permission)
- Blatant dishonesty
- Vandalism
- Theft
- Bodily injury to another person / Fighting
- Reckless driving
- Tobacco policy violation
- Drug & alcohol policy violation
- Sexual misconduct
- Possession and or use of a weapon or object simulating a weapon (i.e. toy guns)

Students should be aware that any incident that is in violation of school behavioral expectations and/or which poses a risk to other students would be grounds for Parker School officials to take action.

Behavioral Probation

Students will be placed on Behavioral Probation if they commit one or more serious offense or if their behavior has not improved after student support interventions. The relevant Division Head will determine the terms and conditions of probation, which may include loss of privileges, more direct supervision, and stricter behavioral expectations for the duration of the probation. Parents will be notified and a conference will be held for any student placed on behavioral probation.

The following probationary conditions may be applied at the discretion of the Division Head and administered by a qualified professional in the related field (at the expense of the family):

- Mandatory drug testing
- Professional counseling
- Physical examination
- Psychological assessment

Students must meet all terms of the Behavioral Probationary Contract in order to be removed from probation. Failure to meet any of the terms of probation may result in expulsion and/or denial of further re-enrollment.

Suspension and Expulsion

In the rare instance when the school deems a student's behavior to be excessively disruptive the administrative team reserves the right to dismiss him or her. Parker School reserves this right without regard to the time of year or whether the offending behavior takes place on or off campus. Decisions of the administration are final. Serious offenses may also be grounds for suspension or expulsion.

Suspension

A student who is suspended will not be allowed on the school premises for a specific period of time determined by the administrative team. During the period of suspension, the student will not be allowed to participate or be a spectator in any aspect of school life. Tests will be made up when the student returns to school. A suspended student and their parent/guardian will be required to attend a re-entry meeting with a division head before returning to campus.

Expulsion

Expulsion is the final and most extreme disciplinary consequence, and as such is only exercised with full and careful consideration of the seriousness of the issue(s) involved. Parents will be notified and a conference will be held for any expelled student. If Parker School elects to invite a student to return for a future academic year, the exact terms and conditions of this invitation will be made available in writing. Students who have been expelled are not welcome at Parker School events without the permission of the Head of School and Division Head.

Bullying and Harassment

Bullying

Parker School will not tolerate physical, verbal, social, or cyber bullying. Bullying occurs when a person, or group of people, repeatedly tries to hurt, humiliate or get power over another less powerful person in any of the following ways.

- **Physical bullying** is when a person uses physical force to hurt another person e.g. by hitting, pushing, shoving, kicking, taking a person's belongings or stealing their money.
- **Verbal bullying** is when a person uses words, images or gestures to intimidate or humiliate another person e.g. by taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- **Social bullying** is when a person excludes or isolates another person e.g., by leaving them out, manipulating others against them, or spreading false rumors or gossip.
- **Cyberbullying** is when a person uses their cell phone, text messages, e-mails, instant messaging, the Internet, or social media to harass, threaten, embarrass, or torment another person. It includes breaking into a person's electronic account and assuming that person's identity to damage their reputation.

Bullying is different from conflict. Conflict is an inevitable part of life and can occur at school when a person perceives another person as an obstacle to what they want or value. We take a problem-solving approach to conflict and will implement our Targeted Support process to work with those in conflict to restore dignity and respect.

Harassment

Bullying may, at times, amount to harassment. It is harassment to target a person online or face to face because of their actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, medical condition, or because they are associating with a person or group of people with one or more of these actual or perceived characteristics. It is **sexual harassment** to target a person with unwanted sexual comments, gestures, attention, stalking, and physical contact that cause a person to feel uncomfortable or unsafe at school or interfere with the learning environment.

Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school. It is a severe breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student who has reported bullying or harassment. This applies to students, faculty, staff, and/or anyone in our Parker 'ohana on or off school property, at any school-sponsored function, or in a school vehicle.

Students, faculty, administrators, or staff members who believe that they have been subjected to or witnessed harassment or bullying should report the details of the incident as soon as possible to the Head of School or Assistant Head of School or a member of the administration, faculty, or staff. The Head of School or the Assistant Head of School will promptly and confidentially investigate any alleged violations of

the expectations and policies noted above involving students, faculty, administrators, and/or staff. If the Head of School is involved in the alleged harassment, the board of directors will direct the investigation. The investigators will strive to protect the privacy of all individuals involved in the incident. The administration will endeavor to notify all parties involved of the process and decision within two weeks of filing the initial report.

Those found violating Parker School's harassment and bullying policy will be subject to the appropriate discretionary disciplinary action, including suspension or expulsion for students and termination for administrators, faculty, and staff.

Sexual Misconduct Policy and Complaint Procedure

According to Hawaii Revised Statutes ch. 350, Parker School shall report to police any reports or suspicions of sexual assault, sexual exploitation, neglect, or abuse of minors, whether the alleged perpetrator is an adult or a minor.

Parents and students are expected to review the [Sexual Misconduct Policy and Complaint procedure](#) to ensure they understand the behaviors and conduct prohibited, as well as how to raise concerns. This policy can be found on the For Current Families page on the Parker School website.

DRUG AND ALCOHOL

The promotion, possession, or use of alcohol or illegal drugs is prohibited. Drug paraphernalia is prohibited. Students who violate this policy on school days or at school functions will be expelled.

Search and Seizure

When there is reasonable suspicion that a student is in violation of this policy, a search may be conducted by the Division Head or Head of School of a student's person and/or property, including but not limited to lockers, book bags, purses, vehicles parked on campus, and clothing. Please be advised that any and all personal items brought on campus or in the possession of students are subject to search. Any contraband or evidence will be seized and the police may be summoned to investigate. "Reasonable Cause" includes but is not limited to: drug-related odor on breath or clothing; possession of lighters or drug paraphernalia; loitering in off-limit areas known to be frequented by users of contraband; sudden deterioration of behavior and/or academic performance; persistent, unexcused tardies or absences.

Application of the Drug and Alcohol Policy

This policy shall apply to all students during school hours, as well as at school functions, including school-sanctioned trips, and on the school campus, regardless of the hour of the day or day of the week.

When there is reasonable suspicion this policy has been violated, the student will be referred to the Head of School or Division Head. The administrative team will examine the referral and discuss the charges with the students and parents, conducting an investigation as deemed necessary. If there is evidence to support the charge, the administrative team will proceed with disciplinary action, including but not limited to:

- Immediate suspension
- Parent conference
- Expulsion

While firmly committed to the removal of students in violation of the Drug & Alcohol policy, it is the intention of Parker School to be supportive to those students who voluntarily approach school officials

about their personal drug or alcohol use. Contacts initiated by students will be dealt with on a strictly confidential basis. Confidential information obtained voluntarily from a student who is seeking personal help will not be used against that student for any reason.

Tobacco Policy

The promotion, possession, or use of tobacco, including electronic cigarettes, personal vaporizers or electronic nicotine delivery systems, is prohibited and considered a serious offense. Students who violate this policy on school days or at school functions will be subject to disciplinary consequences which may include probation, suspension, and/or expulsion.

Due to the increasing and concerning use of electronic cigarettes, personal vaporizers, or electronic nicotine delivery systems as delivery systems of THC, the hallucinogenic compound found in marijuana, students found in possession of electronic cigarettes, personal vaporizers, or electronic nicotine delivery systems on school days or at school functions will be subject to a mandatory drug test. Students with positive tests of THC levels exceeding the threshold of 5ng/ml will be expelled.

ATHLETIC LIFE

The purpose of this section of the handbook is to provide students and parents with information about the athletic program at Parker and to ensure administrative policies are well understood. The topics covered here are those that have been most frequently asked about over the years and have been deemed to be important by the school. The information provided is applicable to all teams at Parker School and will be revised annually.

Parker School's athletics program functions as an integral part of the total school curriculum. We believe that an athletic program should provide opportunities for students to develop their talents in a well-organized manner under the guidance of competent coaches. We also believe that our program offers opportunities for students to serve Parker School, to assist in the development of positive relationships, and to promote self-realization, personal growth and good citizenship. To this end, the objectives of Parker School's athletics program are as follows:

- To teach fundamentals, strategy and rules of each sport.
- To provide for physical development and sound competitive spirit.
- To develop citizenship traits: sportsmanship, self-control, self-discipline, cooperation, leadership, respect for the individual, and fairness and honesty in working with others.
- To develop mental alertness, moral qualities, social skills and emotional maturity.
- To ensure proper standards of health and safety.
- To create a desire to succeed and excel.
- To provide competent athletic coaches and to assist these coaches with the planning, development and improvement of our programs.
- To foster good relationships between the athletic department, Parker School and the community.
- To develop school spirit and loyalty.
- To provide on-going evaluation of the athletic program and each of its activities.

SPORT OFFERINGS

The number and variety of sports offered at Parker School depends on the following considerations:

- The number of students interested and willing to participate and commit to that sport.
- The availability of qualified coaches.

- The availability of adequate facilities.
- The availability of funds to provide the necessary operating resources for equipment, uniforms, transportation and other expenses.

Middle School sports are offered each year, are participation dependent and competition is typically via community and Parks & Recreation leagues. The following middle school sports may be offered during the school year:

- Volleyball
- Basketball
- Soccer
- Cross Country
- Track & Field
- Tennis
- Paddling

High School Sports (BIIF)

Parker School currently participates in the Big Island Interscholastic Federation (BIIF) athletic league in the following varsity/junior varsity sports:

BOYS	GIRLS
Cross-Country	Cross-Country
Volleyball*	Volleyball
Basketball*	Soccer*
Soccer*	Paddling
Paddling	Tennis
Tennis	Golf*
Golf*	Swimming*
	Basketball*

In addition, the Parker School Athletic Department is responsible for the following:

- BIIF tournaments or meets assigned by the League. Parker School would be the host and the Athletic Director would direct the tournament or the meet.
- Hawaii High School Athletic Association (HHSAA) State Tournaments assigned by the League. Parker School would be the host and the Athletic Director would be the director of the tournament.

Participation Requirements

These requirements must be met and on file prior to a student’s participation in any BIIF sport.

- **Physical Examination Form** – physicals are valid for one year, and are required prior to trying out or practicing in a BIIF sport. A player must have passed a physical examination not more than twelve months before the first official practice of that sport and his/her record must be on file with the school registrar.
- **Student Participation, Parent Consent and Release of Risk Form** – this form must also be signed by the athletes and parent and on file with the school registrar in order to participate in any BIIF sport for that said year. This form must be on file prior to the first start date of practice.
- **Parker Athletic Contract and Code of Ethics** – this form must be signed by the athlete and parent and on file with the Athletic Director.

Additionally, parents are responsible for information conveyed in coach newsletters and/or **Coaches Meeting** – Parents must attend the coaches meeting at the beginning of each sport season.

Participation Policies

- Varsity Sports attendance requirement to earn PE credit:
- In order to earn ½ credit toward PE, athletes must make all required practices and games. If a student-athlete misses 1 practice or game without communicating with the coach DIRECTLY and BEFORE the practice or game (this defines as an UNEXCUSED absence) they will automatically drop to a 1/3 PE credit. If an unexcused absence occurs a second time, they will not receive any credit for the said sport.
- Coaches will take attendance daily and inform the AD of said infractions.
- If a student misses over 5 practices due to EXCUSED absences, the PE credit will drop from 1/2 to 1/3. If they miss 8 practices due to EXCUSED absences, the student will not receive any PE credit.
- Parents must attend each sport preseason athletics policy meeting.
- Parents must SIGN that they have read and understand said attendance, participation, and eligibility requirements for their student-athletes once each academic year.

Eligibility Requirements

- The eligibility of all participants in interscholastic activities is determined by the requirements of the HHSAA and the BIIIF, as well as the Parker School athletic rules and regulations.
- A student is eligible if he/she is below the age of 19 years on or before September 1st of the school year.
- A student who first enters the 9th grade of any school in September, following the student's completion of the 8th grade at any school may be eligible for athletic competition during a maximum period of time that is not to exceed eight consecutive semesters following the initial enrollment in the 9th grade of any school and said eligibility must be used during the student's first eight consecutive semesters of enrollment at that school or any other school. Enrollment and/or attendance for fifteen days or more shall count as one of eight semesters. Participation in one or more shall count as one of the eight semesters.
- Only 9th grade through 12th grade students may practice or compete on a high school team.
- For fall sports, a student must be enrolled at a school within 18 days after the school year begins. For all sports, the student must be enrolled 30 days prior to the first scheduled league contest of that particular sport.
- **A player must have passed a physical exam, not more than 12 months before the first official practice of that sport and must have his/her record on file with the school.**
- BOE/DOE policy guidelines on district exceptions or geographic exceptions, as being approved, also apply to athletic participation. However, schools will not allow any recruitment activities. Should the federation and/or school(s) suspect that there is any abuse of the exception policy for recruitment purposes, a protest may be filed.
- **Each student must have adequate insurance in order to play or practice with any team during the year. Those students who are covered by family policies must also indicate on the medical and parental consent form.**
- No student is eligible for practices or tryouts unless the student's parent has signed the consent form for the student to participate in that activity. The parent or guardian shall also sign the acknowledgement of risk form, which points out that there is an inherent risk in participating in interscholastic athletics. Parker School and the State of Hawaii, The Department of Education cannot assume the financial liability for expenses – medical, dental, or otherwise arising from accident, damage, injury, or loss of which may arise from participation in these activities.

Academic Eligibility Requirements

The Academic Requirements as established by the DOE, except as modified herein shall prevail:

- To determine eligibility for participation in co-curricular activities, dates are established each year by Parker School.
- Eligibility determination is scheduled once per quarter along with a second “Parker Passing Grade Check” scheduled later in the quarter to determine that there aren’t any F’s in any core courses.
- “Eligibility Determination” = A student is ineligible when they receive an F in a core course required for graduation or their GPA is below 2.0. That student will automatically be ineligible to participate in any BIFF sports and put on Academic Review Status.
- “Parker Passing Grade” = A student is ineligible when they receive an F in a core course required for graduation. That student will automatically be ineligible to participate in any BIFF sports and put on Academic Review Status.
- When starting a new calendar school year, final grades from the previous year will be used to determine eligibility.
- If a student becomes ineligible to play, the athlete, parent, and upper school head will be notified. It will be the responsibility of the student to improve their grades.
- Academic Review Status is a system used to assist, track and record student-athletes that fall below academic requirements.
- ARS prompts grade checks every one to two weeks if a student is deemed ineligible at the scheduled eligibility determination date and is enforced by the athletic director.
- ARS prompts grade checks every one to two weeks if a student is deemed ineligible at the scheduled “Parker Passing Grade” check date and is enforced by the athletic director.

Training Rules and Discipline

The following standard rules apply to all Parker School sports teams. Expectations are for all athletes in training. Exceptions to the rules must be discussed with the Athletic Director and final decisions will be made by the Head of School.

- All athletes will refrain from drinking alcoholic beverages, using tobacco products, using unprescribed drugs, and involvement in illegal behavior. Any violation of these rules will result in immediate dismissal from the team and will be reported to the school administration for further action.
- An athlete who is absent from school on the day of a game or practice is ineligible for that game or practice, and an athlete who is not in school by noon is ineligible for that game or practice. Exceptional circumstances will be handled by the Division Head/Head of School and Athletic Director on a case-by-case basis.
- Coaches will determine team rules based on the guidelines set forth by the Parker School Athletic Department. Athletes are responsible for abiding by these rules.
- A student suspended from school will not participate in games or practice for the duration of the suspension. *Suspended athletes will also face consequences as they pertain to team rules.
- Any athlete dropped from a team for disciplinary action will forfeit all awards for that sport.
- Any athlete dismissed from a team for disciplinary reasons is ineligible to turn out for any other Parker School team for 60 school days.
- Parents can withhold their children from participating in practices and games. However, athletes who miss practice for reasons other than medical or family emergencies may face consequences based on team rules. Parents are expected to contact coaches personally about such actions.
- Team uniforms are school property unless otherwise expressly stated. Appropriate care of equipment and uniforms are expected. At the conclusion of each sport season, all athletes will return all issued uniforms and equipment, washed and clean. Aside from normal wear and tear, athletes assume responsibility for paying for damaged or lost uniforms and equipment. If an athlete is released from a team or quits, he/she is responsible for the return of uniforms and equipment.
- Athletes who fail to comply with the above-mentioned rule will be denied eligibility to turn out for any subsequent sports until all issued items are returned or paid for at the current market replacement cost.
- Any financial obligations of the athlete, such as travel costs and fundraising monies must also be

cleared. All outstanding obligations will carry over to the next school year until restitution has been made. For seniors, these obligations will deny them the right to receive their diploma at graduation.

- Special circumstances (communication misunderstandings, problems, grievances, etc.) that affect the athletes and the athletic program should be resolved between the parents, the coach, and the Athletic Director. Should special circumstances remain unresolved after a discussion, the Head of School will intervene.
- Any violation not previously stated will be referred to the Athletic Director by the administration. The Athletic Director and/or administration will determine athletic eligibility.

ATHLETIC FACILITIES

All athletes are expected to conduct themselves in an appropriate manner while in the athletic facilities that are used for practice and games. Athletic facilities are defined as any area contracted by Parker School to hold practices or participate in athletic contests, on or off campus.

Parker School Facilities

- Priority will be given to team training in-season.
- May be used only with adult/coach supervision.
- All athletes must adhere to the posted facility room rules. Users must:
 - Wear shorts, shirts, athletic shoes and have a towel.
 - Never lift alone or engage in horseplay.
 - Never throw weights.
 - Return equipment after use.
- *Coaches will be responsible for:
 - Enforcing all rules & regulations.
 - Set-up and removal of all supplies/equipment used.
 - Securing all doors, gates, locks & lights upon leaving.
 - Conducting visual inspection before and after practice for any damages
- Appropriate behavior must be displayed by all athletes and coaches. Rules and regulations of any facility must be adhered to at all times. Coaches may have additional rules for each facility.

TRAVEL AND FINANCIAL RESPONSIBILITY

Athletic team travel is for varsity teams only. All non-HHSAA trips must be cleared and planned through the Athletic Department.

Responsibilities

Coaches will plan and organize all trips with the Athletic Director, team, and parents. Six weeks prior to the travel date, coaches will submit a complete itinerary with travel, activity, and meal plans to the Athletic Director and the Head of School for review and approval. Coaches will hand out copies of the final, approved itinerary to all parents 14 days prior to the travel date and will hold a team meeting with parents to discuss the details of the trip, review the Parker School Athletic Travel Policies and Code of Conduct, and answer any questions ten days prior to the travel date. The coaches must also participate in and attend all fundraisers conducted by the team and/or the Athletic Booster Club.

The Athletic Director will oversee all aspects of the trip and will arrange for air & ground transportation and lodging (Fees are covered only for HHSAA post-season tournaments).

General Policies

One chaperone is necessary per ten students traveling. The coach and/or assistant coach will accompany the team to game sites, meals, and other activities. Particular supervision is required in hotels. This includes establishing a curfew, bed checks, room inspection, and required study halls if a trip occurs during school sessions. When feasible, the Athletic Director or a representative appointed by the Athletic Director shall accompany the team on inter-island or out-of-state trips.

Travel Dress and Behavior Standards

- Students will be properly dressed for team travel.
- Athletes are to represent Parker School with positive, mature behavior based on the Parker School Code of Conduct. Any violation of the Parker School Code of Conduct or the Athletic Travel Policies must be reported to the Athletic Director.
- **All required forms must be received prior to the departure date.**

Financial Assistance for Tournaments

For HHSAA State Tournaments & Meets: Any athlete or team of Parker School meeting qualification standards shall receive school-sponsored travel arrangements. However, meals must be paid for by the individual athlete(s).

For BIIF Tournaments & Meets: Parker School will provide land transportation for qualifying athletes/teams to all BIIF tournaments. Meals will be the responsibility of the athlete or team. The Athletic Director shall set standards for sports without specific qualification standards.

Fundraising

Coaches must meet with the Athletic Director to discuss appropriate fundraising for any trip. Money raised will be used solely for air & ground transportation, lodging, and meals for athletes and coaches. **No solicitations of businesses are allowed**, except after checking with the Athletic Department.

VARSITY ATHLETIC AWARDS

Varsity Letter Award Winners

To be awarded a Varsity Letter, an athlete must be recommended by the head coach of his/her sport. Criteria for lettering in any Varsity sport may include but is not limited to practice attendance, conduct, attitude, commitment, playing time, and level of play.

Varsity Letter Awards will be given as follows:

- First-year varsity award recipients will receive a 6" letter (P), a sports patch, and a certificate.
- Certificates and a striped patch will be awarded in the second year and thereafter.

After Varsity teams have been selected, the head coach will advise the team of Parker School's awards policy. After the conclusion of the sports season, the coach shall submit a list of award recipients to the Athletic Director. Coaches are required to present awards to their athletes at the Awards Ceremony. Exceptions must be cleared through the Athletic Director. All uniforms and equipment must be returned before awards are granted.

Special Varsity Awards

Special awards will be given to athletes in the following categories:

- Most Valuable Player (MVP) – for outstanding play and sportsmanship
- Most Improved Player – for developing the most as a player over a season

- Coaches' Award or Leadership Award – for leading by example and taking on the role of “coach” on the field, court, or ocean.

Generally, only one of each award will be given to any athletic team. Coaches need to discuss special circumstances with the Athletic Director. In cases where a team has small numbers, the Athletic Director, along with the coach, will determine how many awards will be given

PUBLICITY

All press releases shall be issued through the Communications Department with the Athletic Director or Head of School's approval. The image of Parker School, its administration, coaching staff, and athletes is of prime importance in any interview or discussion with the press.

CODE OF ETHICS

Coaches must be role models for fair play, good sportsmanship, and a strong work ethic. These are basic elements in all sports and athletic events. Coaches must strive in their daily conduct to set good examples, which will help mold whole and healthy individuals. To this end, coaches shall:

- Strive for excellence.
- Pay close attention to the well-being of athletes, refusing to jeopardize the health of an individual for the sake of improving the team's chances to win.
- Respect officials and their decisions. Any discussions with officials should be held in calm situations, never publicly, and only with constructive intent.

Athletes shall behave with respect towards fellow team members, coaches, officials, and opponents and shall:

- Accept victory modestly, defeat gracefully.
- Control emotions at all times and never argue with officials.
- Accept decisions as they are made and abide by them.
- Never swear, cheat, bet, or “grandstand.”
- Keep physically fit and observe all training rules.
- Use his or her influence on and off the playing field to develop good spectator relations

PERFORMING ARTS LIFE

Performing arts offer students opportunities to develop talents and skills in the theatre arts, dance, choral music, design, and creative management/leadership through the collaborative work involved in theatrical productions. The following information has been created to assist students and parents with policies and requirements relating to various events and performances. As the performing arts at Parker School grow and develop at all grade levels, the information will be revised annually.

The after-school performing arts program complements the academic and athletic programs at Parker School. Parker School's arts program is designed with attention to Parker School's Academic Honor Code and the National Standards for Arts Education. Students are an integral part of a collaborative effort to operate the program with a high level of integrity, excellence, and compassion.

PERFORMING ARTS PROGRAM

Rooted in our institutional mission, the Performing Arts Program promotes the development of creative, intelligent, and compassionate artist-scholars. Through the study of various disciplines (acting, dance, chorus, musical theatre, dramaturgy, technical theatre, theatre management, etc.), we strive to:

- Nurture creativity at various levels of participation in course electives and extracurricular productions to prepare students for college majors and professions and to foster a life-long appreciation of the cultural and performing arts.
- Challenge and inspire our students towards excellence through learning experiences that develop aesthetic and critical skills, as well as foster respect, joy, collaboration, leadership, socialization, and intercultural communication through the arts.
- Entertain, reflect, and serve our community by presenting performances inclusive of classic and contemporary plays, original student work, and art forms rooted in and connected to the culture of Hawai'i.
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Parker School Theatre

The historic Parker School Theatre primarily serves as the learning center of our performing arts classes and productions, as well as a gathering place for our school's events and meetings. Our theatre is also a unique community venue shared by visiting speakers and musicians, theatre companies, film festivals, and non-profit organizations.

Dramatiques

In addition to the class offerings during the regular school day, a free after-school theatre arts program is offered to middle and high school students. Students work on two annual productions to rehearse, design, manage and perform for the school community and public audiences: a Fall play (three performances) and a Spring musical (4-5 performances). This class meets three times a week from 3:15 to 5:00 pm. Specific rehearsal days are included in the audition paperwork for each show and daily after school 2 weeks before production (also known as Tech Fortnight). Open auditions for performers and sign-ups for backstage crew occur near the beginning of each semester. Students receive credit on their transcripts by fulfilling the eligibility, participation, and attendance requirements set forth in the Dramatiques production contracts distributed for each production and signed by both student and parent.

Participation Policies

The following information describes the policies for earning credit in the after-school performing arts program.

- Any student in 6th-12th grade may audition for on-stage and/or sign-up for backstage crew positions, but are not automatically guaranteed placement in any particular role or production. The Performing Arts Director and, for the musical, the Musical Director, will assign all roles/positions according to the needs of the production and will consider the combination of students' suitability, learning potential, and time commitment.
- Students and parents must sign a contract for cast/crew participation in a Dramatiques production acknowledging acceptance of the assigned role and/or crew position, understanding of production requirements, and commitment to the production schedule.
- Any student enrolled in 6th through 12th grade at Parker School may participate.
- Students must register at the beginning of each semester. Audition/sign-up dates are posted at the beginning of each semester in the theatre, on Webflash, and announced via e-mail to the school community. Students may participate in one or both productions. The fall production occurs in the first semester and the spring musical occurs during the second semester.

GRADES

All participating students must have a 2.0 GPA in the previous year or semester (mid-semester grades will be used if no previous year or semester grades are available). Students must be passing all current courses required for graduation in order to rehearse and perform.

After the first grade check of each semester, each student will be placed on two-week probation and may not participate in any Dramatiques activities during this time. If eligibility is met by the second grade check, the student may return to the production, but the original role/crew assignment is not guaranteed; an alternate role or position may be assigned.

Commitment

- Students must adhere to all Parker School policies relating to health and safety, academics, dress code, and attendance. Any violations will be handled by the Performing Arts Director and reported to the school administration for further action.
- Students must be present and prepared for all rehearsals/class meetings. Students arriving after 3:15 will be marked tardy. Excessive tardies will result in an incident report via Plus Portals.
- In order to earn .5 fine arts, credit participants must make all required rehearsals, performances, and set strike on closing night. If a student misses one rehearsal/meeting without communicating with the Performing Arts Director DIRECTLY and BEFORE the rehearsal/meeting they will lose the .33 credit and be asked to leave the production.
- All students involved in a production must anticipate additional rehearsals and extended times 2 weeks before the opening performance (tech fortnight).
- Missed rehearsals without communicating with the Director directly and before that rehearsal, may result in forfeiting one's place in a particular scene, and possibly the assigned role in its entirety, and/or be asked to fulfill an alternate position in the production. Absences exceeding the requirements of the assigned role or crew position may result in dismissal from the production. Reassignment to alternate roles or positions will be made at the discretion of the Performing Arts Director.
- Planned absences must be brought to the attention of the Performing Arts Director in writing or by email preferably 24 hours or more, and at least 2 hours before, before the absence.
- Students must be present for the regular school day in order to be eligible to perform and/or rehearse. Special circumstances will be handled by the Director of Fine Arts and the Division Head/Head of School on a case-by-case basis.
- A student who is suspended from school will not participate in rehearsal or performance for the duration of the suspension. Suspension days will be treated as unexcused absences.
- Deadlines for memorization and other production needs (costumes, props) will be issued. Failure to meet given production deadlines may result in reassignment of the role to another actor.
- Misplaced or lost scripts will not be replaced. If a student loses or forgets his/her script, that student is responsible for obtaining the needed script information/lines from another student. A \$40.00 lost script fee will be charged to the student.

IN THE THEATRE

- Student safety and well-being are of primary importance. The following is prohibited: jumping from the stage level to the aisle; climbing up or into the storage lofts without explicit permission from the director or another teacher; allowing non-Parker students or visitors in the theatre without first obtaining acknowledgment or permission from the director (all visitors must check-in at the front desk in the Main Hall).
- During performances students are expected to remain in the following areas according to her/his assigned role: on stage, backstage in the green room or dressing rooms, in the lobby, walkway between

the backstage and the Middle School bathrooms. Student performers may NOT visit the lobby or front of the theatre during a performance.

- Food and drink are prohibited inside the theatre. Only bottled water is permitted.
- The school dress code applies in the theatre.

PERFORMING ARTS AWARDS

At the end of each Dramatiques production, a ballot is distributed to the cast and crew in order to vote for their peers for various excellence awards for performance, technical crew, MVP, etc. The Performing Arts Director also chooses students for the Director's Award (for growth, overall artistic excellence, and leadership) and the Heart of the Show Award (for congeniality, positive attitude, respect, compassion). All awards are presented at the Fine and Performing Arts Awards ceremony at the end of the school year.

PUBLICITY

All press releases shall be issued through the Communications Office with the Performing Arts Director and Head of School's approval. As stated in Athletic Life: The image of Parker School, its administration, faculty/staff, and students is of prime importance in any interview or discussion with the press.