



# King David Kalakaua Middle School

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**Commit to Achieve ~ Every Student Matters ~ Make Everyday Count**

## Our Vision

King David Kalakaua Middle School strives to prepare students to be productive members of society.

## Our Mission

The Kalakaua Middle School community assumes responsibility for creating a learning environment that recognizes, challenges, and fulfills the unique academic, social, and emotional needs of adolescents to help them achieve their highest potential.

## Vision of a Hawai'i Public School Graduate

Our Hawai'i Public School Graduates will:

1. Realize their goals and aspirations.
  2. Possess essential attitudes, knowledge, and skills
  3. Contribute positively to and compete in society
  4. Exercise citizenship rights and responsibilities
  5. Master subjects without need for remediation
- ...further their education and pursue careers around the world

## Middle School Promotion Guidelines

1. Required courses in all Grade Levels (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>): ELA, Math, Social Studies, Science, and Elective classes.
2. In order for a student to be promoted to the next grade level, the student must receive a passing grade and receive an academic unit in ELA, Math, Science, and Social Studies and one Elective.
3. In order to be promoted to high school, a student must have earned a total of 3 credits each in ELA, Math, Science, Social Studies, and Electives.

## The Farrington Way

As a member of the Farrington Complex schools, Kalakaua Middle School does everything with

**HEART**

We provide students

**OPPORTUNITIES**

to demonstrate through

**PERFORMANCE,**

our Academics, Athletics, & Art consistently striving for

**EXCELLENCE!**

FARRINGTON COMPLEX



## General Learner Outcomes

1. **Self-Directed Learner:** Takes responsibility for one's own learning.
2. **Community Contributor:** Understands that people must work together.
3. **Complex Thinker:** Engages in complex thinking and problem solving.
4. **Quality Producer:** Recognizes and produces quality work.
5. **Effective Communicator:** Communicates effectively in various situations.
6. **Effective and Ethical User of Technology:** Uses technology effectively and ethically.

## Board Of Education Student Code of Conduct

1. **Regular Attendance** - Students are expected to attend school regularly and to attend all classes.
2. **Punctuality** - Students are expected to be on time for school and classes.
3. **Work Habits** - Students are expected to be prepared for and to participate in each class to meet performance standards, to have the necessary class materials, to complete class work and homework accurately and on time, and to prepare for quizzes, tests, and examinations.
4. **Respect for Self and Others** - Students are expected to be honest, behave with dignity and treat others with respect and courtesy. Behavior of the individual should not interfere with the rights of others. This includes the use of inappropriate language, actions and attire. Students are expected not to harass others verbally and physically. Students are expected to come to school free from the influence of tobacco products, alcohol or drugs. Students are expected not to use or possess such substances.
5. **Respect for Authority** - Students are expected to comply with all school rules and to obey all laws. Students are expected to respond in a respectful manner to all adults while under the jurisdiction of the school and while participating in school sponsored activities.
6. **Respect for Property** - Students are expected to treat all property belonging to the school and others with care.
7. **Freedom from Fear** - Students are expected to contribute to a safe school environment free from fear. Acts of violence, weapons and contraband are never acceptable!

## Department of Education Drug-Free & Tobacco Free Statement



The Drug-Free Schools & Communities Act Amendments of 1989, P.L. 101-226, require that King David Kalākaua Middle School & the DOE maintain a drug-free and alcohol-free school environment to enable our public school system to continue to be eligible for Federal aid. According to Chapter 31, Tobacco-Free School System, of the DOE Administrative Rules, all student activities, on and off campus, are tobacco-free. We expect that all those associated with our school abide by these laws.

### Student Information & School Procedures

**Before School Procedures:** Breakfast is served from 7:15 - 7:45 a.m. All students are expected to be in class by 8:00 a.m. Prior to the start of school, students may reload their lunch accounts, purchase uniforms, sign out for temporary IDs or be issued new ones (see ID Cards) at the Front Office. Forms for Geographic Exceptions, school transfers or Lost and Found can be picked up at the Registrar's Office.

**After School Procedures:** At the end of the school day, all students, unless with parents or enrolled in an after school program are to leave school grounds within 15 minutes of school closing. The school is not responsible for supervision of students before and after school hours.

**Student Uniform:** The school uniform must be **VISIBLE** and includes: **a Kalakaua t-shirt, colored lanyard and ID.** Undershirts must be the same color as the outer school uniform shirt.

**Clothing that is overly revealing is not considered appropriate.** For example:

- shorts and skirts must be longer than fingertips
- jeans or pants must not have holes or tears higher than the fingertips
- jeggings, leggings or tights are not allowed
- shoulder straps on tops must be 1 inch wide or more. Strapless attire is not allowed

**Jackets and hoodies must have zippers** that go all the way up and down to allow for a **VISIBLE** school uniform. Pullover sweatshirts are not allowed.

Personal items or clothing which promote or support alcohol, drugs, gangs (ie: red, gang blue, green clothing or shoes), profanity, sexual conduct and /or violence are not allowed on campus or at any school-sponsored activity.

**On Special Dress Days,** a student must wear the school provided wristband and follow the dress code requirements. Admin has final discretion on determining appropriate attire.

**ID Cards:** Kalākaua School official Identification Cards must be worn on campus at all times on a grade level appropriate lanyard, **between the shoulders and above the navel (not on shirt sleeves), with the picture facing out.** ID Cards are school property and should not be defaced in any way. The cost of replacing a lost ID card is \$5.00 or \$3.00 for a damaged one with the original card. ID Cards are for the assigned student only. Consequences for ID theft include suspension.



**Head Lice Policy:** Head lice, commonly known as ukus, is a recurring infestation that requires a collaborative effort at home, in school, and in the community to keep it under control. If you suspect or know that your child has ukus, please notify the Health Aide (phone 305-4512) and treat before returning to school. Students in school who are seen with live head lice will be sent home to be treated. After home treatment, parent(s) must accompany child to the Health Room for a Health Aide examination; only students cleared by the Health Aide will be allowed to return to classes.

### Safety

We believe in a safe, secure learning environment which fosters an attitude of respect for the rights of others. In order to support this learning environment, we abide by fire laws that forbid students from blocking the stairwells and walkways at any time. Running is permitted on the grassy or play areas. Students are to keep within the school campus during school hours and not to loiter in the restrooms or around the school campus. The administration reserves the right to declare any area off-limits during the school year. We promote "**Zero Tolerance for Gang and Gang**" related activities."

**Visitors:** The school strives to maintain a safe and secure campus for students. **All visitors are required to enter and sign in at the Front Office with their name, destination, and vehicle information.** All classroom visitations must be prearranged and approved by the administration and/or classroom teacher(s) and communicated to the Office. **Trespassing signs are posted and should be obeyed.** Trespassers will be subject to arrest. Trespassers include but are not limited to those participating in:

- using our field or playground equipment on non-school days
- skateboarding, bicycle riding, walking their dog on campus

**Emergency Information:** To ensure that parents/guardians can be contacted in case of an emergency, please submit changes (address, phonenumbers, emergency contacts, etc) using the demographic change form which is available in the Registrar's Office.

**Phone Usage:** School telephones are for emergencies and for school and parent communication only. Students

will not be allowed to use the phones for after school social plans; such plans must be preplanned with parents beforehand. **Cell phone** usage by students is **not** allowed during school hours or while on campus.

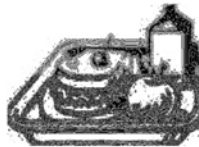
**Transferring to Another School:** Parents/guardians must complete the Request for Release Form and provide a picture ID to the Registrar's office at least 3 days before the student's last day of school.

**Other Information.**

1. Lost and Found is located in the Registrar's Office. Personal belongings, such as band instruments, backpacks, valuables, etc. are the responsibility of the individual student. **Do not leave personal items unattended**, as the school is not responsible for loss or theft.
2. Hall Pass and Call Slips: All students leaving the classroom during class time must have in their possession an official hall pass, or call slip signed by school personnel.
3. Students may be restricted from team and school activities upon:
  - failure to remedy outstanding obligations (i.e., overdue books, lost books, unpaid student fees, fundraising, ID cards, etc.);

**School Meals**

King David Kalākaua Middle School is on an automated money collection system, known as Meal Tracker System. Each student is issued an ID card with a personal barcode.



Students are to purchase all meals using their ID Cards. Cash payments for meals are only accepted in the Front Office. Money deposited after morning recess will be registered for the next day. Students with a negative account balance will NOT be allowed to make any purchases in the cafeteria until the account has been cleared.

	Full Price	Reduced Price	Free
Student 1 <sup>st</sup> Breakfast	\$ 1.10	\$ 0.30	0
Student 2 <sup>nd</sup> Breakfast	\$ 2.40	\$ 2.40	\$ 2.40
Adult Breakfast	\$ 2.40	N/A	N/A
Student 1 <sup>st</sup> Lunch	\$ 2.50	\$ 0.40	0
Student 2 <sup>nd</sup> Lunch	\$ 5.50	\$ 5.50	\$ 5.50
Adult Lunch	\$ 5.50	N/A	N/A
Milk Only	\$ 0.60	\$ 0.60	\$ 0.60

**Cafeteria Duty**

Cafeteria duty is assigned to students several times a year to help serve lunches and clean up the cafeteria.

Participation is mandatory. All cafeteria student helpers will report to the cafeteria 30 minutes before lunch. Students will follow the safety and sanitation rules and regulations of the cafeteria. Students must wear appropriate footwear as a safety precaution on those days they are helpers.

**Attendance**

According to the State Compulsory Attendance Law, children between the ages of six and eighteen in the public schools are required to attend school every day except for the following reasons: *death in the family, emergencies, or illness*. Parents/guardians having the responsibility for the care of the child must send the child to school unless exempted by law; penalties range from petty misdemeanor fine to jail time.

**All students start at 8:00 a.m. in their homeroom classes.** Students who arrive in school after 8:00 are marked tardy. All tardy students should report to the Attendance Office for an admit slip. Students tardy to class and those who cut classes shall be referred to the administration for disciplinary action.

**Perfect Attendance:** In order to qualify for the perfect attendance awards, the student must remain on campus the entire day school is in session. The following criteria apply:

- No absences for the quarter
- No tardies for the quarter
- No early release (student goes home during the school day [i.e., sick, doctor's appt, etc.]
- Students entering school during mid-quarter are not eligible.

**Absence:** If a child is absent, parents **should call** the Attendance office on the morning of the child's absence at **305-4531** before 9:00 a.m. A note from a doctor or parent explaining the absence must be presented to the attendance office when the student returns to school. Examples of unexcused absences include baby sitting, bad weather and/ or sporting activity.

**Early Release:** If it is necessary to take your child out of school before the regular release time, please do the following:

1. Send a note specifying the reason and the time you will be picking up your child. If you will be delayed, please contact your child's counselor.
2. Report to the office to pick up your child and sign the Early Release Register to pick up a Student Pass.
3. Carry the official Student Pass to show the police that your child is not truant.
4. Unless it is an emergency, do not request to have your child released 15 minutes prior to the end of the school day.

**Vacations & Extended Trips:** Families are advised to schedule vacations during non-school days (i.e., intersessions and summer). Extended vacations longer

than 10 school days will cause students to be released from school. Parents will need to satisfy all registration requirements in order to register their child upon return.

- Parent/guardian to "shadow" their child during the school day, at school, for a period of time until the student has demonstrated self-control and self-discipline.

### Administrative Procedures for Discipline

Should a student persist in violating school and classroom rules, and show willful disregard for their importance, a referral will be made to the administrator. The teacher or adult in charge will notify the counselor through documentation of each occurrence, consequence given and outcome. Upon referral to the administrator, possible consequences may include one or more of the following:

- Detention at recess and/or lunch period
- Detention after school and/or Saturdays with parent/guardian informed
- Behavioral contract for student

When intervention plans fail and the same problem persists, suspension from school may become necessary.

In instances in which a student's behavior becomes a clear threat to others in school, the student will be suspended (crisis) and immediately sent home with parent, guardian, or other authorized person. The school and parent must share responsibility for developing a more appropriate alternative program for the student. If a student is suspended from school for 10 or more days, substitute educational activities and counseling services will be provided for the student.

## King David Kalakaua Schoolwide Behavior Expectations

	Common Areas	Classroom	Cafeteria	Library/ Comp. Lab	Restrooms	Assembly	Field Trips
Respect Yourself	<ul style="list-style-type: none"> <li>▪ Play fair</li> <li>▪ Follow rules</li> <li>▪ Walk in halls</li> <li>▪ Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen attentively</li> <li>▪ Be polite</li> <li>▪ Be on time</li> <li>▪ Follow rules</li> <li>▪ Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands before eating</li> <li>▪ Practice good table manners</li> <li>▪ Eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Study</li> <li>▪ Read</li> <li>▪ Keep voice down</li> <li>▪ Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk</li> <li>▪ Flush the toilet</li> <li>▪ Wash your hands</li> <li>▪ Throw away paper towels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen attentively</li> <li>▪ Be polite</li> <li>▪ Be on time</li> <li>▪ Follow rules</li> <li>▪ Participate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behave appropriately</li> <li>▪ Follow school rules</li> <li>▪ Be on time</li> </ul>
Respect Others	<ul style="list-style-type: none"> <li>▪ Follow adult directions</li> <li>▪ Use polite language</li> <li>▪ Be kind</li> <li>▪ Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate language</li> <li>▪ Work cooperatively</li> <li>▪ Follow class rules</li> <li>▪ Give credit to sources - No plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow directions</li> <li>▪ Clean up your area</li> <li>▪ Talk not yell to others dining</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use quiet voice</li> <li>▪ Help others</li> <li>▪ Use appropriate language</li> <li>▪ Return books on time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy</li> <li>▪ Wait your turn</li> <li>▪ Keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use active listening</li> <li>▪ Use appropriate applause</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to speaker</li> <li>▪ Help others</li> <li>▪ Be polite</li> <li>▪ Follow directions</li> </ul>
Respect Your School	<ul style="list-style-type: none"> <li>▪ Clean up after yourself</li> <li>▪ Share equipment</li> <li>▪ No graffiti</li> <li>▪ Pick up litter and put in garbage cans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep your work area clean and neat</li> <li>▪ Return things to proper place</li> <li>▪ Take care of equipment</li> <li>▪ Follow rules</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clean up eating area</li> <li>▪ Dispose of trays and utensils properly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Treat books and computers with care</li> <li>▪ Push in chairs</li> <li>▪ Return books on time and in good condition</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use facility properly</li> <li>▪ Report any problems or graffiti to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow directions</li> <li>▪ Arrive on time</li> <li>▪ Sit in assigned seat</li> <li>▪ Leave area neat and tidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be on time with payments and forms</li> <li>▪ Represent our school with pride</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>▪ Follow rules</li> <li>▪ Stay in designated areas</li> <li>▪ Leave when the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to adults</li> <li>▪ Be prepared to learn</li> <li>▪ Complete homework assignments and return it to school</li> <li>▪ Participate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have money in your account</li> <li>▪ Show ID when getting lunch</li> <li>▪ Follow rules</li> <li>▪ Eat all your food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take care of property</li> <li>▪ Push in chairs</li> <li>▪ Return books on time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wash hands</li> <li>▪ Flush</li> <li>▪ Keep it clean</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow directions</li> <li>▪ Arrive on time</li> <li>▪ Sit in assigned seat</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow leader's directions</li> <li>▪ Obey all rules <ul style="list-style-type: none"> <li>○ Bus</li> <li>○ Field trip site</li> </ul> </li> </ul>

## Chapter 19 and Discipline Plan for Student Misconduct

Through Chapter 19, the Department of Education identifies 4 types of behavioral offenses that students are forbidden to do while at school or at any school related function. Students who commit the offense are subject to disciplinary actions.

<p><b>Class A Offense</b> Police may be informed, parent is contacted immediately, and disciplinary consequences may include suspension.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Assault</u> - causing serious injury to another person, with or without a dangerous object (intentionally, knowingly, recklessly or negligently)</li> <li><input type="checkbox"/> <u>Burglary</u> - stealing something by breaking into a building, or car or private property (intentionally entering or remaining unlawfully in a building)</li> <li><input type="checkbox"/> <u>Dangerous instrument or substance</u> - possession or use (knives, fireworks, pepper spray, martial arts devices, bats)</li> <li><input type="checkbox"/> <u>Dangerous weapons</u> - possession or use (metal knuckles, daggers, butterfly knife, slug shot, billy club, etc.)</li> <li><input type="checkbox"/> <u>Drug Paraphernalia</u> - possessing, use or selling (alcohol, marijuana or other drugs)</li> <li><input type="checkbox"/> <u>Extortion</u> - taking something from someone by threatening to hurt them or damaging property, includes perceived threats</li> <li><input type="checkbox"/> <u>Fighting</u> - instigating or provoking physical contact involving anger or hostility, physically supporting a fight by one's presence and encouragement</li> <li><input type="checkbox"/> <u>Homicide</u> - causing the death of another person</li> <li><input type="checkbox"/> <u>Firearms</u> - possession or use of any type of gun designed to expel a projectile</li> <li><input type="checkbox"/> <u>Illicit drugs</u> - possession, use or sale of (HRS 712, part IV)</li> <li><input type="checkbox"/> <u>Intoxicating substances</u> - possession, use or sale of (alcohol)</li> <li><input type="checkbox"/> <u>Property damage or vandalism</u> - damaging property of someone else or destroying or defacing school property (such as graffiti to planners, ID's, books, buildings, desks, etc)</li> <li><input type="checkbox"/> <u>Robbery</u> - stealing something from someone</li> <li><input type="checkbox"/> <u>Sexual Offense/Sexual Assault</u> - unwanted touching or grabbing of sexual parts, indecent exposure</li> <li><input type="checkbox"/> <u>Terroristic Threatening</u> - threatening (by word or conduct) to physically hurt someone or to seriously damage someone's property.</li> </ul>	<p><b>Class B Offense</b> Police may be informed, parent is contacted immediately, and disciplinary consequences may include suspension.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Bullying</u> -written, verbal, graphic or physical act such as: touching others, teasing, name-calling, spreading rumors, annoying that causes mental or physical harm or creates an intimidating, threatening or abusive educational environment</li> <li><input type="checkbox"/> <u>Cyberbullying</u> - electronically transmitted acts, (ie: internet, cell phone) which cause mental or physical harm</li> <li><input type="checkbox"/> <u>Disorderly Conduct</u> - physically fighting with and/or threatening, yelling and screaming at a person with the intent to cause harm to him or her. This includes making any offensively coarse utterance, gesture, or display, or addressing abusive language to any person which is likely to provoke a violent response. Includes consensual touching of body parts. For example: Inappropriate PDA - Public Displays of Affection)</li> <li><input type="checkbox"/> <u>False alarm</u> - causing a false emergency alarm, such as pulling a fire alarm.</li> <li><input type="checkbox"/> <u>Forgery</u> - signing a name other than the student's own name or illegal production of materials like tickets or fundraising</li> <li><input type="checkbox"/> <u>Gambling</u> - staking or risking something of value upon the outcome of a contest of chance or future event</li> <li><input type="checkbox"/> <u>Harassment</u> - harassing, bullying, cyberbullying, annoying, or alarming another person, insulting, taunting or challenging another person in a manner likely to provoke a violent response, making repeated communications at inconvenient hours, or in offensively coarse language, stalking</li> <li><input type="checkbox"/> <u>Hazing</u> - any conduct or method of initiation into any student organization or activity which willfully or recklessly endangers</li> <li><input type="checkbox"/> <u>Inappropriate or questionable uses, or both of internet materials or equipment, or both</u> - disabling or bypassing the filters, gambling software, sexually explicit photos, violation of the Internet Access Regulations</li> <li><input type="checkbox"/> <u>Theft</u> - taking something from someone else without their permission (for example from a cubby, desk or backpack)</li> <li><input type="checkbox"/> <u>Trespassing</u> - entering other people's property (including the school) without permission.</li> </ul>
<p><b>Class C Offense</b> Parents will be informed and disciplinary consequence (ie. during/ after school, or Saturday detention) is given.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Abusive language</u> - verbal messages that use words in an inappropriate way, including swearing, name-calling or profanity</li> <li><input type="checkbox"/> <u>Class Cutting</u> - unauthorized absence</li> <li><input type="checkbox"/> <u>Insubordination</u> - refusal to obey an order by a teacher or other staff member. Refusal to do work. Disrespect to an adult</li> <li><input type="checkbox"/> <u>Laser pen/laser pointer</u>- possession or use of laser pen/pointer</li> <li><input type="checkbox"/> <u>Leaving campus without consent</u> from school official</li> <li><input type="checkbox"/> <u>Smoking or possessing tobacco substances</u></li> <li><input type="checkbox"/> <u>Truancy</u> - not coming to school</li> </ul> <p><b>Note:</b> The Administration will not be responsible for recovering lost or stolen items that should not have been brought to school. Personal items may be brought to school if a student's teacher allows him/her to do so for instructional purposes.</p>	<p><b>Class D Offense</b> Parents will be informed and disciplinary consequence (ie. during/ after school, or Saturday detention) is given.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Bringing money</u> to school unless it will be used to pay for lunch, field trips or other school events, is not permitted.</li> <li><input type="checkbox"/> <u>Chewing Gum and Spitting</u> in classrooms are not permitted</li> <li><input type="checkbox"/> <u>Wearing Hats/Sunglasses/Hoods in Class</u></li> <li><input type="checkbox"/> <u>Contraband</u> - bringing forbidden items to school such as: e-cigarettes, cell phones, laser lights, lighters, matches, all electronic entertainment devices, pets, toys, skateboards, roller blades, aerosol cans, cards or items used for collecting or trading, etc.</li> <li><input type="checkbox"/> <u>Defiance/Disrespect/Non-compliance</u> inappropriate disruption</li> <li><input type="checkbox"/> <u>Lying and/or Cheating</u></li> <li><input type="checkbox"/> <u>Violating Other School Rules</u> - in classroom, cafeteria, library, computer room, playground, on field trips</li> <li><input type="checkbox"/> <u>Loitering</u> in off-limit areas</li> <li><input type="checkbox"/> <u>Making Offensively Coarse Utterances or Gestures</u></li> <li><input type="checkbox"/> <u>Forgery or Alteration of Grades, Signatures, or Passes</u></li> <li><input type="checkbox"/> <u>Dress Code Violation</u> - wearing clothing that is not within the dress code guidelines</li> <li><input type="checkbox"/> <u>Plagiarism</u> - not giving credit to source of information</li> </ul>

Student: I have read and understand I am responsible for following these rules. Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent: I have read and reviewed these rules with my child. Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## Parents as Partners

Faculty and Staff value parents as partners in their students' education and are committed to the following:

- Hold an annual orientation meeting explaining our school's Academic Plan.
- Offer meetings or activities at flexible times, such as mornings or afternoons.
- Involve parents in decisions about parent workshops and implement the Student, Parent, Teacher Compact.
- Offer workshops and activities to parents providing materials and strategies on literacy development for academic achievement.
- Have available our school's Academic Plan to inform parents of our school's profile and student performance.
- Send home information on any changes or additions to policy, updating parents on any new information, informing parents of upcoming events, and any other pertinent information.
- Coordinate with the Parent Community Network Coordinator (PCNC) regarding parent involvement activities.

Parents are encouraged to partner with the school to enhance their child's education in the following ways:

### Communication via Homework Assignment Planner:

School and parents will communicate via the student's planner. This is a very important form of communication.

Students are to:

1. bring their planner to and from school DAILY
2. enter assignments in planner daily
3. complete homework assignments
4. show homework to parents

School Community Council (SCC): SCC includes one representative from the following groups: parent, community member, student, teacher, classified staff member, and administrator. The SCC meets monthly with a focus on supporting the development of the whole child.

Literacy & Other Workshops & Meetings: Our PCNC, SAC and Teachers hold activities and meetings throughout the year. Parents / Guardians will be notified through our school flyers, newsletter and marquee. All parents/guardians are encouraged to attend.

## Student/Parent/Staff Compact

All stakeholders of King David Kalākaua Middle School recognize that a child's education is a shared responsibility, requiring a partnership between the home and the school to improve student achievement and to build a sense of community. In order to accomplish the mission of our school, our stakeholders pledge to commit to the following responsibilities:

- As a **Student**, I pledge to:
  - Attend school regularly and on time;
  - Always do my best to meet the standards and exhibit the GLOs in my behavior;
  - Show respect for myself, others, and my school;
  - Obey the school rules and accept responsibility for my behavior;
  - Wear my uniform and ID daily;
  - Come to school rested and prepared with my homework and school supplies;
  - Ask for help when needed; and
  - Believe that I can and will learn.
- As a **Parent**, I pledge to:
  - See that my child attends school on time daily with school ID and uniform, ready to learn;
  - Turn off the television to provide a quiet place and set a time for my child to study;
  - Communicate with my child's teacher as needed;
  - Monitor to see that all homework is completed;
  - Actively support the school's focus on literacy;
  - Attend school meetings and volunteer my services when possible; and
  - Show in my actions and words that education is valued.
- As a **Teacher**, I pledge to:
  - Set rigorous and challenging learning experiences for my students;
  - Provide a nurturing environment that is conducive to learning;
  - Carry out school and classroom rules fairly and consistently;
  - Maintain open lines of communication with students and their parents;
  - Provide parents with frequent reports on their child's progress;
  - Use standards-based curriculum, instruction, assessments and the GLO's to assess student achievement
  - Have high expectations for all students.

## Library Policies

### LIBRARY HOURS

- During school hours, the library will be open for students only.
- Students and parents are welcome to visit our library before or after school to borrow books, read, and do homework or other work.
  - Monday, Wednesday, Friday from 7:30 am - 3:00 pm
  - Tuesday from 7:30 am - 2:22 pm
  - Thursday from 7:30 am - 1:55 pm

### LOAN PERIOD/OVERDUE BOOKS

- Materials will be checked out for a period of 21 days.
- There is an overdue threshold of one book.
- Students who have reached the threshold may borrow books from the classroom libraries.

### COMPUTERS

- Computers are for students' use.
- Students who use the Internet must have a signed Acceptable Use Policy (AUP) on file.



### LOST OR DAMAGED BOOKS

Students are responsible for the library books, classroom books and textbooks that they borrow. Students who damage or lose school materials will be charged the replacement cost. Cost must be paid by the closing of the quarter.

A student who is found to be responsible for the loss, destruction, breakage or damage of school books, equipment and supplies including library and assigned textbooks, shall make restitution to the school [Auth: §§302A-1112, 302A-1130]. Failure to make restitution will result in the loss of privileges to participate in athletics and co-curricular activities until restitution is made.

- Any student who has outstanding obligations at the end of the quarter must make restitution or will be denied participation in co-curricular activities (quarterly incentive activity).
- Should a student transfer to another public school, the financial obligation remains and will transfer with the student.

## Acceptable Use Policy (AUP) Internet and Email Guidelines

The Department of Education (DOE) Internet services are designed for DOE K-12 students and educators for educational purposes only.

Users must act responsibly and respect the integrity of King David Kalākaua Middle School's academic and technology goals.

The following are prohibited when using the internet:

- Violating copyright laws
- Sending, downloading, or displaying offensive messages or pictures
- Using obscene language/photos/graphics, harassing, insulting, or attacking others
- Using another person's password
- Trespassing and tampering with another person's folder, work, or files

Using their account privileges for personal profit or gain, including conducting business affairs or other activities that are non-educational or gang related

- Abusing computer equipment
- Downloading any software (i.e. games, music files, videos, etc.)
- Installing hardware or software (i.e. wireless routers)
- Participating in online chats, blogs, or instant messaging

Violations may result in:

- Loss of access/privileges
- Disciplinary action
- Fines



### King David Kalākaua

Our school was named after King David La'amea Kamanakapu'u Mahinulani Nalaiaehuokalani Lumialani Kalakaua, the last king of Hawaii. He was born on November 16, 1836 and died on January 20, 1891. His reign over the Hawaiian Islands was from February 12, 1874 to January 20, 1891, when he died of pneumonia in San Francisco, California. His people called him the "Merrie Monarch". He once said, "Hula is the language of the heart, and therefore the heartbeat of the Hawaiian people." He couldn't have been more right. King David Kalākaua was not only a statesman and military leader, but he was also a lawyer, inventor, writer, and of course,

a Composer. He also was the first King to travel around the world.

Hawai'i Pono'i was written by King David Kalākaua and set to music by Prof. Henry Berger, the Royal Bandmaster. It was also the anthem of both the Kingdom and the Territory of Hawaii and later became the Hawaii State Anthem.

Hawai'i pono`i Nānā i kou, mō`i  
Ka lani ali`i, ke ali`I

Makua lani e Kamehameha e  
Nā kāua e pale Me ka ihe

Hawai'i pono`i Nānā i nā ali`i  
Nā pua muli kou Nā pōki`I

Hawai'i pono`i E ka lāhui e  
`O kōu hana nui E u`i e

## Parent/Family Involvement Policy

The Board of Education (BOE) recognizes that a child's education is a responsibility shared by the school and the family during the entire period the child spends in school. To support the goal of the Department of Education to educate all students effectively, schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. The Department and its schools, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.



To this end, the BOE supports the Department in the development, implementation, and regular evaluation of parent involvement programs in each school. The implementation will involve parents at all grade levels in a variety of roles, including input in decision-making processes and practices. The parent involvement program will be comprehensive and coordinated in nature. It will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning, including successful achievement of the Common Core State Standards.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The Department shall implement administrative guidelines that support professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Department recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Engaging parents is essential to improved student achievement and to realize the Vision of the Public School Graduate.

## Test Taking Tips

Test Prep isn't a substitute for lack of knowledge, but parents should make sure their children know what to expect and how to best approach a big test. Here are tried and true strategies that help in the testing clinch!

- Children should pay close attention to directions, and should note, highlight or underline any words that may assist them in answering the questions.
- In the reading comprehension section of the test, which can be very lengthy, test-takers should start by previewing the questions prior to reading the assigned passage. This helps children know what they are looking for when they read the text.
- In multiple-choice questions, if stumped, test-takers should first rule out answers they know are incorrect. It will then be easier to figure out the correct answer. Also, make sure your child understands the test's system for scoring blanks versus incorrect answers.
- Pay attention to time. Introduce your child to the concept of time management. Then, throughout the year and just for fun, engage your child in some timed tests or quizzes. Consider rewards to spark enthusiasm.

### During the Week of the Test - Minimize Anxiety!

- Even well-prepared students can feel pre-test anxiety. **Encourage your children** to relax and to view the test as a chance to show what they have learned. **Reassure them** that it's natural to feel a little nervous and that the important thing is to try their best.
- Finally, some last pieces of advice to make everyone in the family feel fully prepared for the testing experience:

**The Day Before:** A good night's sleep the night before is most important. Test scores can be greatly affected when a child hasn't gotten enough rest.

**Test Day:** A good breakfast the morning of the test is a terrific brain booster. Nutrients help to stimulate the brain. Don't forget last minute supplies, such as No. 2 pencils, a watch, and extra paper for working out problems.

### **Think Long-Term**

If you want to change your child's performance on assessment tests, **don't over-focus on short-term test prep**, as it only builds pressure which is generally counter-productive. Remember, it takes months and years to build skills. The results are largely determined by the years of previous education. The best solution is to stay involved in your children's education, and to keep in mind that assessment tests, while giving you insight, are not the final say on how much your children are learning or how well they will do in academics or in life.



## My Game Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

To date, I am earning or have earned the following credits as verified by my counselor or teacher(s):

Grade 6	Credits	Earned	Grade 7	Credits	Earned	Grade 8	Credits	Earned
English (ELA)	1		English (ELA)	1		English (ELA)	1	
Math	1		Math	1		Math	1	
Social Studies	1		Social Studies	1		Social Studies	1	
Science	1		Science	1		Science	1	
Electives	1		Electives	1		Electives	1	
<b>Total</b>	<b>5</b>		<b>Total</b>	<b>5</b>		<b>Total</b>	<b>5</b>	

*X= Enrolled in class    /=Earned Credit    O=Missing Credit*

Some of the things I need to do include:

First Quarter Goals – Academic/Behavioral	Accomplished
• _____	
• _____	

Second Quarter Goals – Academic/Behavioral	Accomplished
• _____	
• _____	

Third Quarter Goals – Academic/Behavioral	Accomplished
• _____	
• _____	

Fourth Quarter Goals – Academic/Behavioral	Accomplished
• _____	
• _____	

Three of my long-term goals that I am considering at this time are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Academic Support/Tutoring Options (Teacher, Room, Day(s) & Time):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Reading Proficiency		
STAR Pre-test	STAR Mid-year test	STAR Post-test
Grade Equivalency (G.E.):	Target G.E.:	Target G.E.:
	Actual G.E.:	Actual G.E.:

AR Stars			
Q1 Goal 125,000 Words	Q2 Goal: 250,000 Words	Q3 Goal 3: 375,000 Words	Q4 Goal: 500,000 Words

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

## My KMS Online Passwords 2015-16

Name of Technology	Purpose	Username	Password
<b>Engrade</b> www.engage.com	Check grades		10 Digit #:
<b>Accelerated Reader</b> (Renaissance Place) <a href="https://hosted34.renlearn.com/290282/default.aspx">https://hosted34.renlearn.com/290282/default.aspx</a>	Reading	ID Number:	8 Letter PW:
<b>E-Book</b>		- -	10 Digit #:
<b>Gmail</b>	Communication and turn in assignments	First.Last@kalakauamiddle.org	8 Letter PW:
<b>Go Math</b> <a href="https://my.hrw.com/">https://my.hrw.com/</a>	Math		
<b>IXL</b> <a href="http://www.ixl.com">www.ixl.com</a>	Math		

Parents,

Please use your students Username and Password to get into the students accounts. None of these accounts are private and they are all available for you to look at. In engrade you can go to the messages tab and message any of your child's teachers 24/7. Please give 48 hours minimum for a response. All websites are subject to change.

Student Rules – It is GOOD to do these things

1. Do be careful around the computers. They are fragile and expensive.
2. Do read instructions first and ask three other students, before asking for teacher's help.
3. Do have your assignment/supplies/papers ready; use your time wisely.
4. Do respect your teachers' and classmates' space and time. Don't waste it!
5. Do report any accidents or problems you or your neighbors are having.
6. Do help others, or work on other assignments IF you finish early or have extra time.
7. Do log off when you are finished--leave the computer ready for the next person to use.
8. Do clean up your area and remember to take your belongings.
9. Do return chairs and tables to their rightful place.

– It is NOT OKAY to do these things

1. Do not use computers unless you have permission from your teachers.
2. Do not bring or eat any food, gum, or drinks around the computers!
3. Do not install any programs or change any settings on the computer.
4. Do not touch the screen, wires, or any part of the computer that you aren't supposed to touch.
5. Do not play around with the mouse and keyboard; they are not toys.
6. Do not play any games or use personal email.
7. Do not use any jump/usb/flash drives without the teacher's permission.
8. Do not open, use, or delete files that aren't yours.
9. Do not use any other electronic devices (iPod/iTouch/phones, etc.).

~REMEMBER GLO 6~

Please ask your teacher to review KMS Acceptable Use Policy if you need to be reminded about school rules and consequences.

IF STUDENTS DO NOT FOLLOW THESE RULES OR THE DIRECTIONS FROM YOUR TEACHER, STUDENTS BE BANNED FROM USING KMS' COMPUTERS AND DISCIPLINARY CONSEQUENCES WILL BE GIVEN INCLUDING DETENTION OR SUSPENSION.



STUDENT TARGET-SETTING: **READING**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Reading Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

G.E. 6<sup>th</sup> grade: \_\_\_\_\_

G.E. 7<sup>th</sup> grade: \_\_\_\_\_

G.E. 8<sup>th</sup> grade: \_\_\_\_\_

Benchmark #1(Pre-Test): \_\_\_\_\_

date: \_\_\_\_\_

2015 Target: \_\_\_\_\_

Benchmark #2(Mid-year Test): \_\_\_\_\_

date: \_\_\_\_\_

Benchmark #3(Post-Test): \_\_\_\_\_

date: \_\_\_\_\_

Strategies to work on:

- 1.
- 2.
- 3.

What will you do now to hit your target?

What support would you like from teachers?

How can you involve your family and friends in meeting your target?

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# GLO SELF-ASSESSMENT AND TEACHER ASSESSMENT SEMESTER # \_\_\_\_, SY \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

**\*RATING KEY: R = RARELY    S = SOMETIMES    U = USUALLY    C = CONSISTENTLY**

GENERAL LEARNING OUTCOME & GUIDELINES	STUDENT'S EVIDENCE	*TEACHER RATING
<b>I am a self-directed learner. (GLO #1)</b> <ul style="list-style-type: none"> <li>● I have all my materials/supplies ready at the start of class</li> <li>● I focus and use time wisely to do my work.</li> <li>● I ask for help when I need it.</li> <li>● I do my homework and turn in assignments on time.</li> <li>● I set goals to help me do better in class and work to reach them.</li> <li>● I make improvements to reach my goals as needed.</li> </ul>	I have met GLO #1 by:	
GLO #1 Comments:		
<b>I am a community contributor. (GLO #2)</b> <ul style="list-style-type: none"> <li>● I show respect to others.</li> <li>● I help and encourage others.</li> <li>● I follow rules of conduct.</li> <li>● I cooperate with others to complete group work.</li> <li>● I make responsible decisions.</li> </ul>	I have met GLO #2 by:	
GLO #2 Comments:		
<b>I am a complex thinker. (GLO #3)</b> <ul style="list-style-type: none"> <li>● I use different problem-solving strategies.</li> <li>● I make decisions based on data and consideration of options.</li> <li>● I make connections between what i know and what i'm learning.</li> </ul>	I have met GLO #3 by:	
GLO #3 Comments:		
<b>I am a quality producer. (GLO #4)</b> <ul style="list-style-type: none"> <li>● I use rubrics and examples to help me produce quality work.</li> <li>● I revise my work in order to produce a quality product.</li> <li>● I turn in quality work that is complete.</li> </ul>	I have met GLO #4 by:	
GLO #4 Comments:		
<b>I am an effective communicator. (GLO #5)</b> <ul style="list-style-type: none"> <li>● I listen to and understand the ideas and opinions of others.</li> <li>● I clearly express and support my ideas and opinions orally and in writing with information obtained using various reading, writing, listening, and visual literacy skills.</li> </ul>	I have met GLO #5 by:	
GLO #5 Comments:		
<b>I am an effective, ethical user of technology. (GLO #6)</b> <ul style="list-style-type: none"> <li>● I use technology to access and manage information and to generate new information.</li> <li>● I use technology to produce quality products.</li> <li>● I make only ethical/legal use of information and technology in school.</li> </ul>	I have met GLO #6 by:	
GLO #6 Comments:		

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_