

Welcome to Jaguar Country



Aina Haina Elementary School
801 West Hind Drive
Honolulu, HI 96821
(808) 377-2419

STUDENT & PARENT HANDBOOK 2022 – 2023

AINA HAINA ELEMENTARY SCHOOL

Aina Haina Elementary School (AHES) began operations on what was Liliuokalani Elementary School's campus in September, 1950. The student population was approximately 525 when the school opened and increased to 1,000 as the school year progressed. During this time period, many families were moving to new homes in the Aina Haina community.

In September, 1951, Aina Haina Elementary opened at its present site on W Hind Drive. The school's original buildings included the administration building, library, audiovisual room, cafeteria/dining room, and buildings B, C and D. Buildings A and E were built in later years. The school sits on 11 acres of land, which was formerly the Hind Clarke Dairy. The original cost of building the school is recorded as approximately \$425,000. In the early 50's, it was considered to be the most modern elementary school in the islands.

Located in East Honolulu, Aina Haina School serves the children and families residing in the Aina Haina community. The entire Aina Haina community values education and communicates these high expectations to their children. They actively participate in their children's schooling and collaboratively support the efforts of the school.

Aina Haina Elementary welcomed students from Wailupe Valley Elementary during the 2009-2010 school year. The student population as of 2021-22 SY was approximately 420 students. AHES continues to serve the educational needs of its students and maintains high expectations for student growth and their participation in a challenging, enriching learning experience. AHES provides a balanced, international and well-rounded curriculum for the children of Aina Haina through its extensive elective, enrichment and support programs. Aina Haina Elementary School is now an authorized International Baccalaureate Primary Years School. As an authorized IB PYP school, AHES implements the IB Primary Years Program based on inquiry, rigor and a consistent set of world class standards overseen by the International Baccalaureate Organization.

The faculty, staff, students, parents and community of AHES demonstrate their commitment to providing opportunities for quality learning and teaching as well as the social-emotional growth of all students everyday.

We are Aina Haina Elementary! Welcome to the Home of the Jaguars!

CONTACTING AINA HAINA ELEMENTARY SCHOOL

To make contact via telephone with AHES please use the main office number: **377-2419**

If you are calling during non-business hours, you may leave a voice mail.

Staff members may also be contacted via their school email addresses found on the school website.

Other Contacts:

- Fax: 377-2426
- A+ Program: 455-0936 or 737-5544 (Kaimuki-Waialae YMCA)
- School Website: www.ainahaina.k12.hi.us
- Aina Haina Community Park: 373-2722
- Via Facebook, Instagram and Twitter

KAISER COMPLEX FOCUS AND SIGNATURE

International Baccalaureate Program Authorization and Implementation

SCHOOL VISION

Explore and Excel Through Academics, Arts & Athletics.

SCHOOL MISSION

“Aina Haina School strives to be the Heart of our Community where:

- Every child matters and has a gift to share
 - Teachers and staff are dedicated, collaborative and caring
 - Families are supportive and involved as part of the community of learners
 - Community partnerships are encouraged
- So that the academic learning environment, enriched by the arts, athletics and altruism, enables each child to child to participate productively in our global society.”

GENERAL LEARNER OUTCOMES

The six General Learner Outcomes (GLO's) are the overarching goals for all students in all grade levels, for standards-based learning:

- Ability to be responsible for one's own learning;
- Ability to understand that it is essential for human beings to work together;
- Ability to be involved in complex thinking and problem solving;
- Ability to recognize quality performance and produce quality products;
- Ability to use a variety of technologies effectively and ethically;
- Ability to communicate effectively.

SCHOOL WIDE LEARNER OUTCOMES (What all students should know, be able to do and care about.)

By the end of grade 5 at Aina Haina School, all students should be able to...

- communicate (read, write, speak, listen, relate) effectively;
- work cooperatively and effectively with others;
- apply problem-solving strategies;
- show technological competency and adaptability;
- make meaningful connections to understand universal concepts.

GOALS

All role groups of Aina Haina Elementary School will collectively and collaboratively strive:








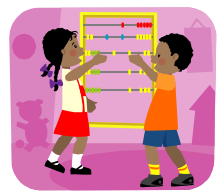


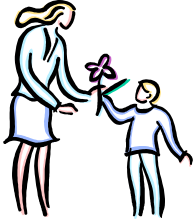

- to provide a nurturing and safe learning environment conducive to student risk taking;
- to develop literate, courageous, life-long learners who value the process of learning and growing;
- to provide a variety of active learning strategies to engage students in creative, open-ended, hands on and rigorous experiences;
- to ensure that new and emerging technologies are incorporated into school programs;
- to develop responsible, respectful, responsive and resourceful learners who persevere through challenges and are contributing members of our global community;
- to promote an understanding of other people and cultures; appreciate diversity;
- to assure collaborative efforts between home, school and community.

AINA HAINA ELEMENTARY SCHOOL

Living the IB Learner Profile within the 3 B's

While we are...	...how can we BE KIND	...how can we BE SAFE	...how can we BE RESPONSIBLE
INQUIRERS	<ul style="list-style-type: none"> ask what we can do to help others 	<ul style="list-style-type: none"> ask how we can make things safe for all 	<ul style="list-style-type: none"> ask questions when we need to find out more information
COMMUNICATORS	<ul style="list-style-type: none"> use our words and non-verbal language to show kindness to others 	<ul style="list-style-type: none"> use our words and non-verbal language to keep ourselves and others safe physically and emotionally 	<ul style="list-style-type: none"> listen carefully for information express ourselves confidently work collaboratively
CARING	<ul style="list-style-type: none"> show compassion and respect for others 	<ul style="list-style-type: none"> create a safe emotional environment 	<ul style="list-style-type: none"> commit to making a positive difference in the lives of others
KNOWLEDGEABLE	<ul style="list-style-type: none"> find out accurate information so we can act with kindness 	<ul style="list-style-type: none"> be aware of and follow the safety rules 	<ul style="list-style-type: none"> be aware of our responsibilities and know why it's important to follow through
PRINCIPLED	<ul style="list-style-type: none"> be honest and fair act with integrity show respect for people, groups and communities 	<ul style="list-style-type: none"> do the right thing and act with safety in mind at all times 	<ul style="list-style-type: none"> take responsibility for ourselves and accept the consequences of our choices
THINKERS	<ul style="list-style-type: none"> think things through and consider new ideas 	<ul style="list-style-type: none"> act with good judgment 	<ul style="list-style-type: none"> be solution-oriented and make good decisions
OPEN-MINDED	<ul style="list-style-type: none"> be open to the views, opinions and values of others 	<ul style="list-style-type: none"> create an environment that allows others to express themselves freely 	<ul style="list-style-type: none"> use opportunities to learn more about other points of view and use these opportunities to grow
COURAGEOUS (Risk-Takers)	<ul style="list-style-type: none"> be helpful and considerate to others even if it means going out of our comfort zone 	<ul style="list-style-type: none"> take risks that are safe for ourselves and others 	<ul style="list-style-type: none"> stand up for what we believe is right explore new roles and strategies
REFLECTIVE	<ul style="list-style-type: none"> think deeply about our behavior and how it affects others 	<ul style="list-style-type: none"> think deeply about our behavior and determine whether or not we are acting safely 	<ul style="list-style-type: none"> think deeply about our behavior and determine if we are acting responsibly
BALANCED	<ul style="list-style-type: none"> be helpful and kind to others, but not overbearing 	<ul style="list-style-type: none"> balance being a risk-taker and acting safely 	<ul style="list-style-type: none"> take responsibility to meet different needs (physical, emotional, social, academic)

Aina Haina Elementary School IB – PYP Attitudes

 <p>Appreciation Being grateful for something</p>	 <p>Confidence Thinking like you can try or do most things</p>	 <p>Commitment Finish what you start and don't give up</p>	 <p>Cooperation Working together!</p>
 <p>Curiosity Wanting to know more</p>	 <p>Creativity Coming up with your own ideas</p>	 <p>Empathy Putting yourself in someone else's shoes</p>	 <p>Enthusiasm Enjoying learning</p>
 <p>Independence Thinking and doing things for yourself</p>	 <p>Integrity Being honest to yourself and others</p>	 <p>Respect Being polite and kind to yourself and others</p>	 <p>Tolerance Accepting others</p>

IB Learner Profile

Inquirer- I love to learn about the world around me. I ask questions to learn and know more. I love to learn at school and on my own!

Communicator- I listen carefully. I can express myself in many ways. I work well with others.

Caring- I am compassionate and care about others and their feelings. I show concern for others and our world.

Knowledgeable- I know a lot about many different things. I learn about things that are important to me, my community and the world.

Balanced- I understand that it is important to be balanced and take care of my many needs – my mind, body and feelings.

Principled- I am honest and fair. I am respectful of others and do the right thing. I take responsibility for myself and accept the consequences of my choices.

Reflective- I think deeply about my learning and my experiences. I know what things I do well and what things I need to get better at. I always try to make myself a better person.

Courageous- I am brave enough to stand up for what I believe in and do the right thing in spite of my fears.

Open-minded- I am willing to listen to others' ideas and points of view. I realize that I can learn from them too.

Thinker- I use my mind to think things through. I know when there is a problem and I work to solve it. I make good decisions.

Risk-Taker- I take chances and am willing to try new things and get to know new people.

VISITORS/VOLUNTEERS

Volunteerism continues to be limited. Communicate with classroom teacher or our PCNC for more information.

Visitors and Volunteers should check in with the office.

Face coverings are optional indoors but strongly recommended.

Face coverings are optional outdoors.

Except for emergencies, please consider making advance appointments to meet with staff.

Multiple virtual and remote platforms can be used to communicate with school staff.

Aina Haina Elementary School is a great school because of its caring and committed staff, parents and community members. AHES welcomes and appreciates their visitors who volunteer to assist staff members in creating an environment that promotes student success and achievement. AHES also understands the great responsibility we have been given to keep students and staff safe and secure while on the school campus. To this end, it is very important to maintain expectations for all visitors to campus. We thank everyone in advance for understanding the reason behind the expectations and guidelines; we thank all of our volunteers and visitors in advance for their adherence to and follow through with our school visitor expectations and practices.

Campus visitors and volunteers are expected to please.....

1. be authorized to visit the campus.
2. go to the office to register and get a visitor/volunteer pass or badge for their time on campus.
3. go to the office to register their car license plate number if parked anywhere on campus
4. be on campus only for the indicated authorized school related business or educational purpose.
5. be on campus only for specific periods of time, at specific campus areas and/or for specific activities
6. understand that areas such as the library, media center, computer lab etc. are considered classrooms where their staff members are instructing students regularly throughout the school day.
7. follow and respect staff members' directives or directions at all times.
8. understand that if their visit is unauthorized, disruptive or interferes with the daily educational operations of the school campus, its students or its staff, they may be subject to being issued a trespass warning.
9. initiate face to face communication regarding their child before 7:55 am or after 2:20 pm and with a courtesy heads up to the teacher so that the appropriate preparation for any dialogue can occur.
- 10. under no circumstance should a parent, visitor etc. go to a classroom after 8:00 or before 2:15 unless above conditions are met and/or there is prior authorization from the administration or designee.**
- 11. under no circumstance should a parent misuse visitor/volunteer authorization by remaining on campus to observe or interact with child during the school day.**

All staff members are expected to please....

All volunteerism must be approved by administration in advance.

- forward or communicate the name(s) of authorized or invited campus visitors/volunteers to the office
- have their school or DOE ID badges visible on campus or at school functions.
- politely remind all visitors on campus without proper identification, to go to the office to register, receive and then wear their visitor badge/pass while on campus.
- report any concerns regarding unauthorized or uncooperative campus visitors
- attempt to verify visitor requests for badge/pass with forwarded list(s) of names in the office.
- to the extent possible, verify authorization with the referenced staff member or administration in the absence of prior communicated authorization
- know that administration will assist staff and visitors to be mindful of the expectations as well as address any discrepant circumstance(s) up to the issuance of a trespass warning.

STUDENT OBSERVATIONS

1. Any type of student of observation must have prior approval by school administration.
2. Student observations may include but are not limited to: parent observing child on campus, private provider observing a child on campus at request of parent etc.
3. If approved, observations will be limited to a specific time frame not to exceed a single two-hour period.
4. If approved, observer(s) will be accompanied by a school staff member throughout duration of observation.
5. A request for a student observation should be made in writing and include at least the following:
 - Name of Child
 - Requested Date and Alternative Dates for Observation
 - Specific reason(s) for observation
 - Who will be doing the observation and their student relationship?
 - Requested part of child's day for observation (i.e., speech, recess, Math, etc.)

INSTRUCTIONAL PROGRAM

Aina Haina Elementary School provides an instructional program that gives students opportunities to reach mastery of and grow within the performance expectations of the Common Core State Standards. Next Generation Science Standards will be fully implemented for the 2019-2020 SY. Knowledge, comprehension, application, connection, analysis, processes and skills of the following content areas are integrated through the IB Attitudes and Learner Profile and planned collaboratively among classroom among teachers to develop the school's Program of Inquiry (POI). The following is what is planned, taught and assessed in each classroom and throughout the units of inquiry.

- Social Emotional Learning Program (MindUp)
- Language Arts- Wonders Program (Reading, Writing, Speaking and Listening)
- Mathematics- Stepping Stones Program
- Science (Next Generation Science Standards)
- Social Studies
- Performing Arts (Music, Dance, Drama)
- Visual Arts (2D and 3D)
- Health & Fitness (Physical education, Dance)
- World Languages (Japanese)
- Hawaiian Studies
- Technology Education and Application
- Library Studies & Research Skills

Students who may have particular needs, have access to the following specialized programs:

- Special Education (Resource Room or Fully Self-Contained based on Student Needs)
- Reading/Writing Development Program (K-3)
- Math Development Program (2-5)
- ELL (English Language Learner K-5)
- Primary School Adjustment Project (K-3)
- Social Emotional Learning Interventions (K-5)

A differentiated extension and enrichment program is provided for students in Grade 5 who have been identified as having above average abilities in writing as well as demonstrate creativity and a commitment to stretch learning. Differentiated instruction may be administered within their regular classroom or through a limited pull-out opportunity. The stretch World Languages Program is designed to be an extension of the IB Programs of Inquiry and puts Nihongo as the primary language of instruction:

- Advance Nihongo World Language Program

Student organizations, groups and activities that build leadership, develop responsibility and a sense of connection and service to the school and community are available for those interested and committed (Programs are modified or postponed depending on Public Health Guidance w Covid):

- Student Council (elected officers, homeroom representatives meet weekly around lunch periods)
- Library Aides
- Jaguar @ 8- Technical and On Air Broadcasting each Morning; Special Projects like PSAs
- Yearbook
- Community/School Service & HEART Time
- Junior Police Officers (JPOs)
- Lego Robotics
- Chorus/Music (As qualified instructors are available)
- Performing Arts/Drama
- STEM (Science, Technology, Engineering, Math through Inquiry)
- Athletics (Grades 4 and 5 Grade Track Team & Grade 5 Basketball Team)
- Geography Bee
- Speech Team

AFTER SCHOOL PROGRAMS

A rich array of after school enrichment activities are offered at AHES throughout the year. These opportunities are usually on AHES' campus or next door at Aina Haina Parks and Recreation. Specific information about days, times, cost, location etc. are made available through your child's homeroom or on the school website. Past years' activities have included: Performing Arts, Nihongo, Mandarin, Kid Fitness, Hula, Art, Guitar, Ukulele, Amazing Athletes, LEGO STEM Design, MOA Art, Bricks for kids, Kids Invent, Fitness, Smart Karate, Art in Motion, Creative Writing, Karate, Early Motor Skill Development, Junior Golf, Homework Help, Hour of Code, Family STEM, YMCA A+, Na Liko A+ and City and County Parks & Recreation activities.

Aina Haina Elementary is an authorized International Baccalaureate (IB) Primary Years Program (PYP) World School. Students and staff at AHES participate in six IB units each school year. These units integrate knowledge, skills, analysis, critical thinking and international mindedness under a Program of Inquiry that allows students opportunities to apply what they are learning to changing situations and use their learning to "make a difference" or "take action" in some way. Please visit the school website for links to IB units being executed by the different grade levels.

Students and parents have several opportunities to partner in their child's application and enrichment of knowledge through various events during the year. (Most Out of School Events and Gatherings are Postponed due to Covid) Some of these events are sponsored by and/or in partnership with our PTA and School Community Council (SCC). Some of these events may include: Jaguar Jog, Kanikapila, Family Movie Night, 5th Grade Exhibition, Art Exhibitions, Family STEM Nights, HDO Science and Engineering Fair and Performing Arts Events.

SCHOOL TELEPHONE

The office telephone is primarily for business and emergency use. **Please plan ahead and communicate with your child regarding school pick up plans and for changes in routine.** Students are discouraged from using the phone during the school day to call parents to bring forgotten work and/or payments during school hours.

SPECIAL EVENTS ON SCHOOL CAMPUS

There may be a few days during the school year when parents/guests are invited to campus during the school day e.g., Ho'ike, Jaguar Jog; during these special opportunities, parents and guests are expected to:

- Follow all directives from AHES staff members and/or their designees
- Drive safely and park according to signs or instructions from AHES staff/designees
- Meet their child at the cafeteria at grade level's scheduled lunch time for Lunch with your Keiki Events.
- Avoid going directly to classrooms unless authorized by teacher or administrator.
- If bringing lunch onto campus for "eat lunch with your keiki day", please be sure it is Nut Free.
- Sign their child out from the office and alert teacher if taking their child home before 2:15/1:30.
- Follow all school and DOE policies
- Model appropriate behavior and decorum

LUNCH WITH YOUR KEIKI EVENTS: Please.....

1. meet your child only at the designated lunch time.
2. meet your child at the cafeteria and not at the classroom.
3. eat with your child in the cafeteria or the courtyard.
4. know that you are responsible to supervise your child and ensure that school expectations are met.
5. be sure there is no climbing of trees, walls, benches etc. at any time. These are significant safety concerns.
6. have your child return to class once their designated lunch time is over or....
7. be sure to properly sign out of school at the office as per AHES practices.

SCHOOL DAY

- Students: 8:00 a.m. – 2:15 p.m. (M, T, Th, F)
8:00 a.m. – 1:30 p.m. (W)
- Teachers: 8:00 a.m. – 3:00 p.m. (M-F)
- Office Hours: 7:30 a.m. – 4:00 p.m. (Closed on official State holidays)

DAILY CLASSROOM SCHEDULE

8:00 a.m.	Open Classroom	***Lunch Schedule***	
8:05 a.m.	Tardy Bell		
8:05 – 10:00 a.m.	First Instructional Block	Pre School	10:40 – 11:15
10:00 – 10:15 a.m.	Morning Recess, K and 3rd	Grade K	10:40 - 11:15
10:15 – 10:30 a.m.	Morning Recess, 1, 2, 4, 5	Grade 1	11:15 – 11:45
10:00 – Lunch	Second Instructional Block	Grade 2	11:30 – 12:00
	Lunch: See schedule	Grade 3	11:45 – 12:15
12:45 – 12:55 p.m.	Afternoon Recess, 1, 2, 4, 5	Grade 4	12:00 – 12:30
12:55 – 1:05 p.m.	Afternoon Recess, K and 3rd	Grade 5	12:15 – 12:45
12:45 – 2:15 p.m.	Third Instructional Block	***Varies on GL Articulation Day***	
2:15 p.m.	Dismissal (M, T, Th, F)	***Subject to Change***	
1:30 p.m.	Dismissal (W)		

Note: Each grade level will have a “Specials” schedule one day every two weeks. This will be communicated home to parents by the teacher. It includes Drama, PE, Music, and Art.

Please be sure your child attends school with water, a snack and covered shoes on these days.

ATTENDANCE

Students are expected to be in school except for illness, death in the family and emergencies. **By law, attendance is mandatory for students, 5-18 years old. Students who turn 5 years old on or before July 31 are required to attend Kindergarten at a public or private school, unless exemptions, as allowed, are authorized.** The school will make every effort to work with the student and family to resolve school attendance problems. Official communication will be made with parents/guardians via a letter home at 10 absences or tardies, regardless of

excused or unexcused. Additional communication letters will be sent home as a student hits every five (5) occurrences of absences or tardies thereafter. Please note that attendance reports used do not discern between excused and unexcused absences. The default attendance reports from the DOE database shows all absences as unexcused. Categorization of absences is solely for the purpose of make up work, tests, projects etc. at the school level. Students who are on geographic exceptions are not exempt from the attendance expectations regardless of distance to school and/or transportation circumstances. Students must be in school for half the day to be counted as present, otherwise they will be considered tardy.

ABSENCES

- Please notify the office of absences and homework requests (377-2419) by 9:00 a.m.
- Homework requested after 9:00 a.m. may not be ready for pick up after school.
- It is very important that parents call the office to communicate their child's absence for the day.
- Parents who have not contacted the office can expect a call to verify their child's absence.
- The school will ask for the reason a child is absent; this is to spot any potential health trends like flu or other viral outbreaks.
- Students should be kept home for illness until fever free, without the aid of fever reducers, for 24 hours.
- Regular attendance to school is vital to maximize the growth and learning of each child. Student health and well-being are always top priorities.
- Parents of students who are regularly absent or tardy will be notified and a meeting may be called.
- Communication letters are sent home after 10 absences and then for every 5 absences thereafter.

TARDINESS

Promptness to class is very important for the student to begin the daily routine seamlessly and set a positive tone for the rest of the day. Research shows that students who are regularly on time adjust more positively to daily routine. Promptness is also important to the teacher and the rest of his/her classmates so as not to disrupt the classroom routine or focus of study. The tardy bell rings at 8:05; any student arriving to school anytime after 8:05, for any reason, should go to the office to get a tardy slip for classroom entrance. **In order to limit disruption to the school day, students will go to class with the tardy slip either by themselves or with an escort from the office. Parents should refrain from walking their child to the classroom once the tardy bell rings.** Parents of students who are tardy or absent multiple times will be notified via an attendance report and/or a scheduled meeting with a counselor or administrator.

EARLY RELEASE OF STUDENTS

Because the safety, well being and positive growth of your child is very important to us at Aina Haina Elementary, parents of students who need to leave campus during the school day (early release) **should notify the office** at least one day (unless emergency circumstances arise) prior to leaving school if at all possible. Early release should be for a valid reason, e.g., verifiable doctor's appointment, transportation problems, or other family emergencies. A student cannot be excused on their word alone or be permitted to leave school unescorted. The office has been instructed to have parent/guardian wait at the office for their child. AHES staff have been instructed to direct parents/guardians to the office for the purpose of meeting their child(ren) to sign them out. Parent/Guardians should not be on campus to pick up child from the classroom, playground or cafeteria. **Parent/Guardian will need to present a picture ID and officially sign their child out.**

Teachers, regardless of circumstance, have been instructed not to release students directly to parents or other authorized adults at their classroom. Parents must pick up the student at the office and obtain a Student Pass before leaving. Parents are asked to please schedule appointments and vacations during non-school days if at all possible. This is in effect every day that school is in session between the school hours of 8:00-2:15 (1:30 W).

RELEASE OF STUDENTS DURING SPECIAL EVENTS ON CAMPUS

Aina Haina Elementary has many days with special events on campus such as Lunch with your Keiki, Jaguar Jog, Ho'ike, 5th Grade Graduation etc. All practices and procedures as stated above in "Early Release of Students"

must be followed during these special days. Your child's safety is extremely important to us. We appreciate your cooperation and patience in following the sign out procedures if you are taking your child from campus before the end of the school day during these special events. We understand that the wait to sign your child out can be frustrating, however, we are committed to maintaining consistent safety and security controls every day.

RELEASE OF STUDENTS FROM OFF CAMPUS EVENTS OR FIELD TRIPS

Students shall return to campus as provided for by the teacher, grade level or school. The practice of picking up or signing out your child from an excursion or activity off of campus is greatly discouraged. The best practice when it comes to the safety of our students, your child, is to sign out your child once they are back on campus from the excursion or activity. Administration may look at rare situations on a case-by-case basis.

SONGS USED for HO'IKE

All songs used for Ho'ike or other productions or presentations go through a vetting process by the school. For Ho'ike, song lyrics, the song title and the artist, as used on campus, will be shared with families. Although the lyrics being used for Ho'ike etc. are appropriate, please consider that there may be previous, original versions of a song that parents may want to be aware of in case their child wants to access title/artist etc. away from the school.

RETRIEVING HOMEWORK, BOOKS OR PERSONAL ITEMS AFTER SCHOOL

When the teacher leaves for the day, no one shall enter the classroom under any circumstances. The office personnel or custodians are not authorized to unlock classroom doors for students or parents.

SUBMITTED PROJECTS AND/OR ASSIGNMENTS DURING THE SCHOOL YEAR

Please be aware that AHES often displays submitted student work in classrooms, in other buildings on campus e.g., library, cafeteria, display walls etc. and on occasion at the Aina Haina Public Library. Whenever completing a project, please try to avoid using personal items of sentimental or other value due to the potential displaying of the project. This will help avoid lost, damaged or stolen property in the course of project submittal and exhibition.

GIFTS AND OTHER DELIVERIES TO STUDENTS

Maximizing instructional time is very important to all of us at Aina Haina Elementary School. There will be no deliveries of any type (e.g., food, gifts, etc.) to classrooms or students unless authorized by the school and only in very rare, unique circumstances. All visitor policies and procedures apply even upon authorization. Leaving items with the front office is also discouraged, but in the event of an extenuating circumstance items left with the office will be forwarded to the classroom teacher or student will be summoned to come to office for pick up.

DISTRIBUTION, SALE, SHARING OR DISSEMINATION OF FOOD, MATERIALS OR OTHER ITEMS

Parents, guardians, students, volunteers and/or visitors to campus should not share, sell, solicit or give out items such as but not limited to food, toys, books, etc. to other students at anytime while on the school campus or during school events off of campus. Students do not share food items with each other due to potential allergy or medical conditions of their peers. The sale, sharing or dissemination of anything on campus at any time has to be approved by administration. The same expectation is set for all adults. There shall be prior authorization by administration or its designee for any dissemination or sale of reading materials, food, prizes etc. and will only be authorized for unique circumstances.

OBLIGATIONS

If there are any outstanding lunch loans, lost library books, lost textbooks etc., you may pick up your report card in the office after obligations have been cleared.

REQUEST FOR COPIES (COPYING CHARGES)

There will be a charge of \$0.25 per page, Cash only please. Please fill out a "Request for Copy" form and **allow for 3-5 working days to process your request.**

BOOKS AND EQUIPMENT

Students are expected to care for books and equipment. Lost or damaged items may be considered obligations.

LOST AND FOUND

Items that are lost and found should be turned in and/or claimed at the office. Unclaimed items will be donated to a charitable organization or discarded at the end of each week. It is best practice to put your child's full name on items such as lunch bags, water bottles etc. These get back to the owner much more frequently if lost. There is an additional lost and found bin for morning care and A+ in the cafeteria.

FEDERAL SCHOOL LUNCH PROGRAM

The Federal School Lunch Program offers free or reduced priced breakfast and lunch for those who meet the federal criteria. Applications will be sent out to every student at the beginning of each school year. The applications will also be available in the office as well as on the DOE website throughout the year. Please inform the office when your financial situation changes.

FOOD SERVICE PROGRAM

Breakfast is served from **7:30-7:55**. Breakfast and lunch are served daily in the cafeteria. Menus are subject to change. Prices are subject to change.

	BREAKFAST	LUNCH
Regular student	\$1.10	\$2.50
Reduced price student	\$0.30	\$0.40
Adult	\$2.40	\$5.50
Second student	\$2.40	\$5.50
Milk Only	\$0.90	\$0.90
Student Entrée Only	N/A	\$2.00

It is best practice for students who are allergic to milk to provide a doctor's certificate each year in order to be excused from drinking milk. Students who may have other types of food allergies should work with their pediatrician and school health aide in concert with the Department of Health's nurse to access the possibility of a modified lunch menu in the cafeteria. Federal regulations require the school to serve a balanced meal.

USDA is an equal opportunity provider and employer.

BREAKFAST @ AHES from 7:30-7:55

Students are currently welcome. Due to limited seating during breakfast time the cafeteria is reserved for those purchasing school breakfasts. All Aina Haina Elementary students must have an eTrition meal account. Parents and siblings (non AHES Students) wishing to eat a meal with an AHES student should purchase a meal ticket in the office that morning. Parents who eat breakfast regularly with their children may set up an eTrition meal account.

eTrition EZSchoolPay:

www.EZSchoolPay.com is an electronic system used by AHES to track the purchase of student meals according to state and federal requirements. Each student (siblings cannot share accounts) will have their own account in which monies will be deposited for the purchase of breakfast and/or lunch meal. Deposits can be made in the "DROP

BOX” in the office between 7:30-8:00 a.m. Deposits may also be made online at www.EZSchoolPay.com via credit card. Please be aware that there is a fee for use of the online credit card deposit. Deposits after 8:00 am may not be available for that same day's lunch. Cash and/or checks (payable to Department of Education) will be accepted. A \$25.00 service fee will be assessed for all returned checks.

ID CARDS

School ID Cards are to be taken care of and secured. ID cards are important for students in the library, the cafeteria and on school grounds and off campus functions. The establishment of positive habits regarding the care and security of a student's ID card are important throughout a student's journey in school.

LOST or STOLEN ID CARDS

All Grades:

- 1st Replacement-----FREE
- 2nd & subsequent replacement--\$5.00 CHARGE

eTrition Meal Account DEFICITS

Please check your child's balances regularly online at www.EZSchoolPay.com

A loan may be obtained in the cafeteria (see cashier) during meals by a student who does not have sufficient funds in their account. **Loans are limited and subject to adjustment based on DOE guidelines and directives.** To continue uninterrupted meal purchasing ability by your child, **a deposit should be made before 8:00am the next school day to cover the loan and any future meals.**

Notices are sent home through your child's homeroom when their lunch account goes below a zero (0) balance. The office makes every effort to make a courtesy contact with parents directly by phone to remind them that they are at a negative or deficit of 2 lunches or more.

Please help us at AHES to be in a position to properly service your child during meal time as we want all students to have the opportunity to enjoy a full lunch meal. The school is responsible to pay back all outstanding meal loan totals back to School Food Services at the end of each school year.

FIELD TRIPS:

Field trips at Aina Haina Elementary are an important part of the curriculum and student experience. If your child is unable to attend the field trip after making payment, full/partial refunds will be made, if possible. Transportation costs (e.g., bus) are non refundable. It is not a guarantee that a full/partial refund can be made due to an absence. If the cost of an excursion is a potential hardship for a family, please discuss with your child's teacher, counselor or administrator. Our goal is for every child to participate in all school excursions regardless of a family's financial situation. **Covered shoes are required for all field trips unless otherwise noted by the teacher.**

SPECIAL EVENTS EXPECTATIONS

There are some events, such as Performances, Promotion, Ho'ike etc. that may have some special dress requirements, rehearsal requirements and/or other such activities or tasks that allow for adequate preparation. Please take note of these requirements, and if at any time the costs of these requirements are a burden to the family or a potential hardship for the student/family, please communicate these concerns with the grade level teacher, a counselor or an administrator. We will work with the family to problem solve and seek ways to increase access to these events.

OVERNIGHT FIELD TRIPS and PUBLIC HEALTH

Please note that a head lice check may be performed the morning before any scheduled overnight field trip. Any student who has live head lice may not be able to go on the overnight field trip. A refund for the field trip will be given. Every effort will be made to refund the transportation portion as well.

EARLY MORNING CARE (If minimum number of students is met)

Early morning (on-site) supervision care may be provided by the Kaimuki YMCA for a fee and is minimum enrollment pending. For more information, please contact the Kaimuki-Waialae branch of the YMCA at 737-5544. Please do not drop-off your child(ren) before 7:55 a.m. unless they are enrolled in the Early Morning Care Program as there is no other supervision available on campus. If your child is having breakfast, they may be dropped off at the cafeteria at 7:30 a.m. Financial assistance may be available through the YMCA. Care can begin as early as 6:30am. Students can only be released from morning care with a written parent/guardian note under the following circumstances:

- Student must be in the library or inside a classroom with a supervising staff member present
- Student must have a specific task to work on. e.g., Kidbiz, Tutoring etc.
- Student who is abusing this opportunity through misbehavior, being at an unsupervised location, leaving campus or lack of tasks to work on will need to remain in morning care at the cafeteria.

A+ AFTER SCHOOL PROGRAM

The A+ Program is in operation only during regular school days. It provides children with a learning environment for completing homework, developing social skills and physical activities through games, music and crafts. A monthly fee is charged. Application forms are available in the office. For more information, please contact the Kaimuki YMCA A+ Program at 737-5544 or Na Liko After School A+ Program. YMCA Financial assistance may be available.

Please report any absences or early pickup from A+ at 455-0936 or 737-5544. Students who are not enrolled in any after school program should either be picked up in a timely manner or exit campus as authorized by parent/guardian as there is no supervision available on campus.

HEALTH AIDE SERVICES-

Please refer to the HDOE Safety Handbook for Covid Practices

If a student becomes ill or injured, he/she will be sent to the Health Room. When a student needs to be sent home or requires doctor's care, the Health Aide will contact the parents or authorized persons listed on the student's emergency card. If no one can be reached, the student will remain in the Health Room until school is dismissed. If the school feels there is a potentially serious, critical medical concern, AHES will call 911 to request the emergency personnel. If a student goes to the doctor after being sent home, a doctor's note may be required to allow the student back to school.

VACCINATION PROGRAMS

AHES will continue to be a Covid Vaccination location in partnership with our island health organizations.

Aina Haina School partners with the Department of Health to participate in the Stop Flu in School Program. Information regarding the vaccination dates and sign ups usually go out to all students during the first quarter. However, for school year 2022-2023 there will be no school based vaccinations due to limited state/DOH funding.

HEARING AND VISION SCREENING

Currently postponed due to Covid Guidelines.

AHES partners with the Lion's Club to provide vision screening to grades K-5 and hearing screening to grades K-2. Information regarding sign ups and dates for these programs will be sent home through homerooms.

SMILES PROGRAM

AHES and the DOE partners with local dentists and hygienists to provide dental screenings to third grade students. This program is subject to outside funding and usually takes place in the spring.

BED BUGS

Occasionally bed bugs do make their way to school campuses through students' bags or other personal items. A notice may be sent home through the students in the classroom alerting parents to the possibility of bedbugs being found in a classroom. The school will follow its procedures to mitigate the concern in and around the classroom. The notice will ask parents to check their child's and/or other family members' belongings and report as necessary to the school health aide.

More information can be found at the following site:
<http://hawaii.gov/health/environmental/vector/bedbugsflyer.pdf>

SHARING OF SNACKS, DRINKS, FOOD or Personal Items

- For the health and well-being of all students, food/drinks/snacks should be consumed only by the one student the food or drink was intended for.
- We are all mindful that there are many students who have allergies to various food/drinks/ingredients.
- Not sharing is how we show we care and how we are being safe.
- It is best health and wellbeing practice not to share personal items with others in school.

DISPENSING OF MEDICATION

School staff members are not authorized to dispense medication of any type to a student. All instances regarding the dispensing of meds to students must be authorized through the Department of Health processes and procedures. Please work with the school health aide and your child's physician regarding the process of authorizing the school to dispense medications on campus during school hours. The school health aide is the best person to consult with.

UKU (HEAD LICE)

The practices regarding head lice are based on the national recommendations from the American Academy of Pediatrics, Centers for Disease Control and Prevention, and National Association of School Nurses. Under these practices, all students can remain in school regardless of the presence of ukus. The prior practice of students being sent home for ukus and/or removed from the classroom, contribute significantly to chronic absenteeism and social peer isolation. With this in mind, the following practices are in place:

- The school health aide will inspect the hair of students who are showing symptoms of live ukus.
- If a student is noted to have live ukus, parents will be notified by phone. The Health Aide or Administrator will advise that treatment be started that evening or sooner.
- Parents have the option of picking up the student right away to start treatment.
If not available, the student will go back to class and remain in school until the end of the school day.
- At the end of the school day, a note with information on treatment will be sent home with the student.
- A letter will be sent home to all the students in the classroom regarding checks for head lice and treatment.
- The student may return to school the following day.
- Classroom and school-wide screenings will no longer be done as these efforts have not been shown to decrease the presence of ukus in schools.

If you would like assistance with treatment, our Health Aide and Public Health Nurses are available. If you have any questions about the procedure, please feel free to contact the Aina Haina Administration Team at [377-2419](tel:377-2419) or [via email](#).

Facts About Ukus

- Ukus **DO NOT** jump or fly. They crawl.
- Ukus can affect anyone.
- Having ukus is **NOT** a sign of poor hygiene
- Ukus may be present for at least one (1) month before you may notice them
- Treatment is the **ONLY** way to get rid of ukus; this includes **treating your home**.
- Ukus are bothersome but they are **NOT** harmful and **DO NOT** spread disease
- They spread primarily through **DIRECT** head-to-head contact

Helpful Tips

- Check your child's hair at least once a week and if ukus or nits are found, treat promptly. You can call your primary care provider for possible treatment solutions, some of which may be covered by insurance.
- The best prevention measures are to educate yourself and your child on how ukus spread and to treat as soon as they are found.
- Consider keeping your child's hair slicked back or tied up to help prevent live ukus from spreading.
- Remember, checking your child's hair once a week at home will help keep ukus out of your home and our school community.

Contacts and Resources

Public Health Nurses Office for **East Honolulu**: 733-9220

Hawaii Department of Health (DOH) on Head Lice

<http://health.hawaii.gov/docd/dib/disease/head-lice/>

Kids Health webpage on Head Lice

<http://kidshealth.org/en/parents/head-lice.html>

PEANUT FREE SCHOOL

Aina Haina Elementary School makes a concerted effort to be as peanut/nut-free as possible by:

1. Educating students, faculty and staff about the severity of peanut/tree nut allergies.
2. Encouraging peanut-free/tree nut-free product/food use by students, staff and faculty
3. Having cafeteria lunchtime procedures in place for flagging home lunches with peanut/nut products.
4. All staff receive training on the use of epi-pens to start each school year.

Peanut-free/Tree Nut-free Products are defined as:

Products free of

- peanuts or tree nuts
- peanut or tree nut products
- traces of peanuts or tree nuts

Products whose labels say "May contain peanuts" or "Produced on equipment that also produces Peanut or Tree Nut products" are strongly discouraged.

Lunchroom staff/volunteers do their best to identify home lunches with peanut/nut products. Procedures are in place to properly clean and disinfect after the lunch period.

Parents'/Guardians' Responsibilities

- To provide the school with a medical emergency plan. (AHES can assist with the creation of a plan)

- All medications listed in the emergency medical plan must be provided by the parents/guardians and sent to school with the child's belongings.
- Parents/guardians need to notify the school of any changes in the medical emergency plan.
- At the beginning of each year, or when the child enters the school, the school encourages parents/guardians to schedule an annual review of the medical plan and administration of medication with the school's health aide and child's teacher.

Everyone can help contribute to improved student safety from nut product allergies:

- Please read food ingredient labels before sending food items to school.
- Please send peanut-free/nut-free food products to school.
- Please work with the school to develop an emergency medical plan as needed
- Encourage your child(ren) never to share food or drink while at school.

ENROLLMENT

1. Students entering a DOE school for the first time are required to provide:
 - a. Proof of residency e.g., current utility bill, etc.
 - b. If the parent/guardian registering the student does not have a utility bill in their name and are living with a relative or friend, you need to obtain and present to the school **a notarized letter** from whom you are residing with along **with their utility bill**.
 - c. Certificate of Birth (Original)
 - d. Negative tuberculosis result within the past year.
 - e. Certificate of release and proficiency from last school attended.
 - f. If your child is exempted for medical or religious reasons, a signed statement by an authorized person is required.
2. In addition, they must obtain the following within 90 days:
 - a. Physical examination - Health Form (form 14)
 - b. Immunizations for DPT, Polio, Measles, Mumps and Rubella (MMR) and Varicella (Chicken pox) and 1st series of 3 Hep B.
3. If student is being enrolled by someone other than parent(s), person must provide proof of guardianship or custody.

TRANSFER TO ANOTHER SCHOOL

1. Two weeks in advance, inform the school office by submitting a "Request for Release Form" (available in the office). Information should include:
 - New address and phone number
 - New school
 - Last day of attendance
2. By the last day, return all school property (library books, textbooks, etc.) and clear all obligations.
3. Pick up the official release card, health record and current report card on the last day and take it to the child's new school as soon as possible.
4. Records will be sent to the new school when we receive the official word of the student's enrollment.
NOTE: Form 211 must also be initiated along with the signed consent for release of information before records are forwarded to the new school.
5. Students who withdraw from school with 20 or fewer school days remaining in the year will receive the grade as of the day of withdrawal. No make up or alternative work will be provided.
6. Students who are enrolled for less than 20 days in a quarter may not have a report card grade generated.

AINA HAINA ELEMENTARY EXPECTATIONS

BE SAFE

BE KIND

BE RESPONSIBLE

- AHES is a Positive Behavioral Support school that continues to move towards being a trauma informed and aware school.
- We work diligently to maintain a ratio of at least 5 positives to every 1 negative for both students and staff members.
- We also strive to be a school where the daily norm for behavior is courteous, kind, safe, responsible, civil and appreciative.
- We try to "catch" our students doing the right thing through our gotcha program.
- AHES also fosters a sense of appreciation and support through our "warm fuzzies" program.
- AHES focuses directly on our student social emotional well being through implementation of the MindUp Program weekly throughout the school year.

If you are interested in finding out more about these programs or would like to find out how you might support them, please communicate with the school counseling staff and/or administration team.

- We believe that everyone has a responsibility to develop, maintain and restore relationships between all stakeholders and in all settings.
- We believe that establishing relationships, developing connections between students/students, staff/students, staff/staff and staff/families creates a positive, nurturing, empowering school campus where everyone feels safe, secure and comfortable to take risks, display courage and reach their potential.

The purpose of our expectations, guidelines and practices is to provide for an orderly, safe and civil campus built upon respect, tolerance and trust. These guidelines are meant to ensure the rights of every student to learn in an inviting environment free from distraction and free from unwanted, inappropriate behaviors. All of us at AHES have an expectation that this campus be a place where our staff, students and school community practice caring, nurturing, reflective, empathetic and open-minded behavior.

It is important that we all have a common understanding of expected behavior. Please take a few minutes to read, explain and share with your child(ren). Please empower your children to be knowledgeable and responsible through the regular review of these expectations. Your cooperation and partnership are appreciated.

GENERAL SCHOOL EXPECTATIONS & GUIDELINES

Every student, visitor and parent must be knowledgeable of the rules and expectations established by the Department of Education and AHES. It is expected that all stakeholders of AHES are principled when it comes to the school procedures, practices and directives.

Before School

1. Breakfast is available beginning at 7:30 a.m. daily in the cafeteria.
2. Unless enrolled in morning care, students who are not having school breakfast in the cafeteria should arrive at school as close to 8:00 a.m. as possible. Adult supervision is not available prior to 8:00 a.m.
3. Students should remain safely, kindly seated outside of their homeroom upon arriving at school.
4. Students should not be on playground equipment, running between buildings or playing ball games.
5. Students who are in morning care are only released early from morning care with written permission from parents or guardians.
6. Once students arrive on campus they are to remain on campus until officially released from school and accompanied by a responsible, authorized adult.

After School

7. Students should leave or be picked up from campus immediately upon dismissal at 2:15 p.m. (1:30 p.m. on Wednesday), unless you are in the A+ After School Programs or other after school program/class.
8. Adult supervision is not provided after school.
9. Students should wait safely and kindly in front of the office or the caf playground bench.
10. Students who have later starting after school classes, should safely and kindly sit and wait outside the classroom location of the after-school class.
11. Students can report to the office if your ride is late or you have any safety or security concerns.

Before and/or After School

12. Students who are not picked up immediately after school are expected to wait safely and kindly, away from the driveways or parking lots.
13. Students should not be on any school playground equipment without parent/guardian supervision.
(A+ or other programs have priority on equipment)
14. Bikes should be walked on to, off of and through campus at all times.
15. Park/lock it at the blue bicycle rack located next to E Building.
16. For emergency purposes: students should find an adult on campus if needed. Generally speaking, the office is open from 7:30 – 4:00 and breakfast is in the cafeteria from 7:30-8:00 & A+ is in caf, E27, E31 through 5:30.

Contraband Items

17. The general rule of thumb at AHES is as follows: Unless authorized for a specific educational or instructional purpose, objects or items like, but not limited to: skateboards, heellies, shoes with wheels/rollers, slingshots, hard balls, scooters, kendamas and yo-yos should be kept at home.
18. Valuables or Toys, e.g., all types of electronic or hand-held devices, E-readers, electronic games, toys/cards, extra money should not be brought to school, unless authorized by the teacher or administrator.
19. Cell phones must be kept in student's bag and can only be used before and after school.
20. **AHES is not responsible for any lost or stolen items and may not investigate such.**

Other Special Circumstances

21. School Book Fairs: Limit monies being held by students, place bags outside of book fair in bag area, secure any monies, do not publicize to anyone your money and/or where it is located, do not share money or purchase items for friends, keep items purchased put away until after school.
22. Dress appropriately. Avoid any clothing or accessories with controversial or inappropriate images or language. Footwear is required.
23. Appropriate covered shoes are required to play ball games (soccer, kick ball, football, basketball) at recess, for PE and for field trips.
24. Fences and railings are on campus for security and safety. Railings and fences along the perimeter of campus as well as on the campus should never be climbed, scaled, sat on nor have items thrown over.
25. Weapons, Dangerous Instruments (real or toy) and illegal drugs are not allowed on campus at anytime for any reason; It is a Class A/B offense under Chapter 19.

Parents/Guardians can expect communication from administration or staff whenever it is noticed that your child(ren) is either being dropped off on campus too early before school (before 7:30) or remaining on campus too late after school (2:25 / 1:40). This communication is designed to work with families to be sure their child(ren) is/are safe and secure. There is no supervision before 8:00 or after 2:15 outside classrooms.

PLAYGROUND/RECESS EXPECTATIONS

- Play in areas designated for your grade level as covered by your Grade Level Teacher.
- If no yard duty supervisor is present, remain to the side of building and wait for an adult to arrive.
- Grades K-2: Playground I (area between cafeteria and portables 1 & 2)
- Grades 1 & 2: Grassy Area Ball Field (between cafeteria and Bldg. B) for ball playing
- Grade 3 -5: Playground II (by Bldg. E and courts: Parks & Rec. Field)
- Play on the playground with adult supervision only; ask them for help as needed.
- Take turns on the playground equipment; know the proper use of the equipment.

- Follow the safety rules at all times.
- Use equipment properly...know where you go up and where you go down the equipment.
- Between buildings is off-limits for all activities. Use only for movement through campus.
- Stay off the fences and railings; do not play around/under the portable buildings.
- Use benches for sitting. Refrain from standing on, jumping over or playing on benches.
- Do not throw any objects regardless of direction or intent.
- When you hear the bell, whistle or command that ends recess, safely stop and freeze.
- When the whistle blows or given verbal ok:
 Grs. 2-5 Walk directly to classrooms. Grs. K-1 Walk to designated line up areas.
- Politely, safely and kindly stand or sit in line until excused back to your classroom.
- PA system or telephone announcement will indicate that recess is canceled due to rain or other emergency situations. You may play on your classroom's lanai or inside on rainy days.
- Eat your snacks on the sidewalk or benches, never on the playground. Bring nutritious nut-free snacks. Bringing bags of candy, chips or cookies to share is discouraged.
- Walk on sidewalks or walkways at all times to prevent collisions and accidents.

Use of Athletic Equipment (e.g., footballs, basketballs, volleyballs, tennis balls, soccer balls etc.)

- Personal equipment can be brought to school, but must be kept in bag until after school and used once off of campus. Only school issued equipment should be utilized during the school day.
- There should be no physical contact at any time while playing with equipment. Soft one hand touch for tag etc. is ok.
- Stay on your feet. Refrain from diving for or at others.
- Footwear should be used. Covered footwear required for all ball games.
- **Snacks must be eaten against the buildings and at no time on the playground or while playing.**
- Due to an increase in near misses and potential injuries while playing soccer, there will be no live soccer games during recesses. Soccer balls may be kicked back and forth, however.
- AHES Administration will determine, at any time, the allowance of any recess activity or the discontinuation of any recess activity.

Use of Courts and Playground Grs. 3-5

Volleyball Court	a.m. recess, Grade 4 only p.m. recess, Grade 5 only
Parks and Recs. Field	Grades 3-5 can play ball games within their own grade level. Grade 5 can utilize baseball diamond M,T,Th,F. Grades 3, 4 can utilize baseball diamond on Wednesdays.
Basketball Court (mauka)	Grade 5 (Ewa Court) Grade 3, 4 (Koko Head Court)
Basketball Court (makai)	Grade 5 (Diamond Head Court) Grade 3, 4 (Koko Head Court)
Playground Equipment	Grades 3 & 4 must share equipment and play safely.
Jump rope	Can be done by the Courts

No playing between buildings, lanais, along any fence lines or sidewalks.
 Students can use their usual homeroom restrooms.

IMPORTANT: Always and Immediately report strangers or anything unusual to the nearest adult.

- NEVER accept anything from strangers.
- NEVER talk to strangers.
- NEVER go anywhere with a stranger.

OFF LIMITS AREAS

The following areas of campus are off limits. Students and or visitors should only be present in these areas if properly authorized.

- Library (except with an authorized library pass from a staff member; Open 7:30-8:00)
- Office (except for office business, health concern, emergency)
- Teachers' Lounge
- Staff Copy Room
- Ewa and Mauka area of the tennis courts near the green transformer box
- All parking lots when not accompanied by an adult
- Perimeter of campus along and near fence lines and undeveloped boundary areas
- Blocking ADA walkway accessibility ramps (leading to AV Room; leading to Health Room)
- Playground equipment before and after school without adult or parent supervision

CAFETERIA EXPECTATIONS and PRACTICES

Due to our small cafeteria size, the lunch time process has to be efficient and safe throughout the lunch "times" to be on schedule. Expectations are put in place to minimize the risk of accidental choking or other accidents. This task is done only with the cooperation of our students and the efforts of the staff, teachers and adult supervisors. AHES appreciates your understanding.

- Students must have home lunch or purchase lunch during their lunch period.
- Students are encouraged to purchase school lunch.
- If for some reason you must drop off lunch for your child, please deliver it to the office.
- Parents are discouraged from purchasing and dropping off "fast food" type lunches for students.
- Practice courtesy: "please", "thank you", "excuse me" etc. to make your school a better place.
- Wait in the lunch line kindly, safely and appropriately
- Sit at assigned tables; practice proper table manners.
- Keep individual voice volume levels at inside levels.
- Eat your own lunch. Avoid sharing or playing with your food or other peoples' food.
- Cooperate with the supervisors on duty; listen for instructions.
- Help maintain a peaceful, neat and orderly lunchroom.
- Walk
- Eating in the classroom is only permitted during teacher-approved activities.
- Take all caps and hats off while in the lunchroom.
- After 15 minutes, students may excuse themselves to recess if they are done with their lunch.
- Safely take your own tray to the disposal area.
- Nicely dispose of cups, utensils, tray, food waste, milk waste etc.
- Do your best to fulfill the duties of sweeper and wiper when assigned.
- Safely exit the cafeteria by walking on walkways directly to the playground area.
- Keep walkways clear: Place books, water bottles, etc. on the portable side of the wall.

LIBRARY (Not currently open in mornings due to Covid guidelines)

- The library is open to students and parents/guardians from 7:30 - 8:00.
- The library is open to students during morning and afternoon recesses every day except for Wednesday afternoon recess when it is closed for HEART Time. (Adjusted due to covid)
- Students must have a library pass from their teacher to go to the library at recess.
- Student will stay in the library until recess is over.
- Follow all rules posted in the library.
- Remember the library's 3W's: Walk, Whisper & When you use something, please put it back.
- Treat your books with respect; do not damage them or get them wet.
- You are responsible for lost or damaged books. Report any damages to the Librarian.
- Circulation Policy:

Gr. K – 1: 1 book at a time

Gr. 2 – 3: 2 books at a time

Gr. 4 – 5: 3 books at a time

Parents: 5 books at a time.

Parents can sign up for a library card – please see the Librarian for an application.

- Please visit the AHES Library webpage to learn about the Book-a-Trip Program and other info.

Parents/Guardians/Visitors- please be aware that the library and computer labs are classroom environments; sometimes having up to 2 classes in the building at one time. The librarian and technology coordinator have student supervision, professional collaboration and instructional responsibilities, making the library unavailable to all non-staff members beginning at 8:00am.

ONLINE LEARNING OPPORTUNITIES

Aina Haina School offers students opportunities to practice and review non-fiction reading skills through the use of KidBiz (Grs 2-5). These programs can be accessed outside of school and students will be given their access codes during the first two weeks of school. Individual grade levels and teachers may assign certain minimums of tasks or levels to be completed during certain time periods of the year. These programs are accessible to families and students during all breaks and intercessions.

TESTING PROGRAM

The statewide testing program is a snapshot in time that gives information on how well each student is doing in relation to students statewide. Statewide administration of the SBA Reading and Math is required in grades 3, 4 and 5. Students get a single opportunity to take these state assessments. Grade 5 also has a required Science assessment where students get multiple opportunities to test. Testing usually occurs from February thru May.

PREPARING STUDENTS AT HOME FOR TESTING

- Work with your child's teacher to know their testing schedule
- Ensure two consecutive good nights' sleep and good hydration leading up to testing day
- Provide a healthy breakfast
- Encourage your child to do their best, take their time and that you love them no matter what.
- Remind your child to contribute to a positive testing environment through proper behavior
- Discuss the process or act of taking the test... not necessarily the specifics of the test itself
- Praise and/or reward the effort and preparation process instead of the results.

PROGRESS REPORTS

Reports of student progress/achievement will be made at least four (4) times each year after the end of each quarter/semester of instruction.

School-wide parent-teacher conferences are scheduled for the middle of 2nd quarter. The purpose of conferences is to share information about the student's progress, so that the home and school can work together in helping each student meet their potential. Sign ups for conference times and further information will be sent home through each students' homerooms. General information will also be available on the school website.

Parents are encouraged to contact their child's teacher through telephone or email anytime before and/or after conferences to discuss progress or concerns. The most effective communication is the ongoing, triangular cycle of communication between, student/parent/teacher throughout the year.

PARENT TEACHER CONFERENCES

- Usually occur in November (will be virtual for school year 2022-23)
- Are 15-20 minutes in length
- Are designed as a formal opportunity to discuss student progress, strengths and challenges
- Should not be the only opportunities used to communicate; planners, email, phone conversations, other scheduled face to face meetings are encouraged regularly throughout the year.

ADDITIONAL REPORTS

Some teachers may send additional reports to parents. These reports will help to communicate areas in which improvement is necessary before the end of the quarter. Parents are asked to encourage their child to finish incomplete assignments/projects, meet deadlines and other expectations. Ongoing reports can be made via the planner and/or email. Reports can be two way.... parents are encouraged to regularly report successes, challenges, struggles etc. to their child's teacher as part of their child's educational journey. Particularly, issues regarding time to complete assignments, difficulty in understanding concepts, struggles in social-emotional growth can all be reported to the teacher, counselor or administrator at any time.

AHES Homework Practices

HOMEWORK is....

- used formatively for teachers to assess student progress towards their attainment of standards.
- a part of the school's assessment of GLOs and the Learner Profile.
- not meant to be summative. (Used solely to determine a "grade")
- viewed as a potentially valuable way for instruction given during the school day to be practiced through reinforcement, application or extension.
- given based upon the content area, the student's needs, and the program objectives of each teacher or grade level.
- a source of "productive struggle" for students providing opportunities to demonstrate persistence and perseverance
- an opportunity to review or connect past concepts or lessons regardless of when they were taught

Homework should never be a disruptive issue at home between parents and student. If homework is becoming a common "fight" or struggle at home, please reach out to your child's grade level teacher to talk about modifications or accommodations that can be looked at to be a win-win.

Assignments are structured to enable students and families to own their choices, practice basic skills, develop desirable study habits, gain more information, and foster the use of information, knowledge and skills in creating experiences and products that are their own. Parents are reminded that involvement does not necessarily mean sitting with your child for the duration of the homework assignments and/or doing any of the homework with or for your child. Any difficulties with homework should be immediately communicated with your child's teacher as this gives important formative diagnostic information to the teacher about your child's progress towards attainment of the standards.

All parents/guardians are encouraged to contact their child's teacher anytime there is a potential concern or question regarding homework. Questions may include:

1. **What if my child is struggling with homework?** We expect productive struggle in order for students to develop the habits of persistence and perseverance. Parents should avoid doing the work for them, feeling like they need to find all the answers or staying up with them late to finish. Balance for a student and family is a very important consideration.
2. **What if my child can't get everything correct?** That is ok. The most important thing about homework is to give the teacher and student a sense of their progress towards standards attainment.

Not being able to understand or "get" a concept or skill gives the teacher valuable diagnostic or "formative" information about each student to then use to craft instruction.

3. **Will my child get a bad grade for not finishing their homework or getting it all correct?** Every teacher wants each student to be successful and be able to demonstrate their knowledge of information, techniques, skills etc. However, teachers will not give a summative "grade" based on homework. Homework is a measuring stick for the GLOs and Learner Profile.
4. **Will my child be punished for not finishing their homework or not getting it all correct?** Teachers do their best with the limited time allotted for all subject areas in a school day. Teachers make themselves available before school, at recesses and after school to work with students who may be struggling as shown in the challenges of completing homework with quality. It is not meant as a punishment but as an opportunity. Parents are encouraged to communicate with their child's teacher if there is a preference towards avoiding using recesses, before school or after school as times to extend learning or reteach subject area content.
5. **How can we best empower our kids at home with homework?** Provide a set time, location, materials and expectations for doing their best to complete assignments. Encourage them to write notes to teachers on their homework or in their planner when things are difficult or challenging; this makes teachers aware of their struggles. Expect to stretch your child some, "productive struggle", but never feel as if you need to sit with your child beyond a reasonable time to complete homework assignments. Begin to allow them some independence and the development of the "ask and communicate questions" skill.
6. **What if homework is keeping us up until the late hours of the evening or causing disharmony/stress at home to complete?** AHES strives for balance. If this balance of school, family, athletics, recreation etc. is being challenged on a regular basis due to the length of time it takes to complete homework or the difficult nature of the homework, please communicate this quickly to your child's teacher and/or counselor. Teachers will work with the family to develop a homework plan. Communication with the school about homework struggles are important because struggles with homework may be a sign of other learning challenges that may need to be diagnosed, targeted and addressed.
7. **What if I want to teach my child different ways of doing or completing a task?** That is ok. Avoid discounting the different ways they were taught. Augment your child's "tool box" of problem-solving strategies and techniques. There are many different ways to solve problems and complete tasks. The more options available to a person, the more empowered they will feel. Your child will begin to gravitate towards the "tool" or "strategy" they feel best about using as they see its effectiveness.

In summary- communicate with your child's teacher regarding any homework concerns. Your child's teacher will be able to work with you to develop a plan. Remind your child that doing their best does not mean getting everything correct every time.... it does mean, focused effort using all the tools (notes, prior knowledge, asking questions, communicating challenges etc.) available to reach their potential. And finally.... homework is about the process and development of habits, not just about the product.

PARENT INVOLVEMENT

The research is clear that home involvement with education can be a contributing factor to a child's academic and Social Emotional growth. There are many ways the home can foster their child's growth in partnership with the school. Parents are encouraged to assist their child in learning by:

- Communicating with your child's teacher if work is too hard, taking too long, or if there is constant "fighting" regarding homework
- Expecting your child's best... encouraging them to "own their effort by communicating questions/challenges;
- Allowing your child space for "productive struggle";
- Encouraging the taking of risks and "embracing" the opportunity to struggle and even fail.
- Compliment and reinforce the process not the product. Praise the effort not the product.
- Showing a genuine interest in your child's school work;
- Guiding, encouraging and helping your child, when necessary, but not doing the work;
- Providing a regular study time that is free from distractions or interruptions;
- Providing a quiet, well-lit area with a desk or table and needed supplies; (please work with your child's teacher or counselor if supplies or equipment at home is a financial challenge)
- Developing a routine together with your child to check for homework assignments and materials.
- Promptly communicating any concerns or questions with the teacher;
- Not criticizing or belittling the assignment, the teacher or the school;
- Not comparing your child's work with others;
- Knowing the teacher and his/her expectations;

Additional Links for Parents

<http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/homework-help/>

<http://www.parenting.com/article/help-kids-with-homework>

<http://www.webmd.com/parenting/features/how-to-help-your-child-with-homework>

Content Support

<https://www.khanacademy.org/>

PCNC connect

<http://www.parentproject.com/index.php/about-us/programs-offered/loving-solutions>

Dweck - Praising and the power of yet, productive struggle

http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

Enrichment: problem solving, thinking, wonderings, discovery

<http://gettingsmart.com/2014/02/theres-maker-fair-pad-10-ways-create-student-makers-apps/>

VOLUNTEERS (Volunteerism on campus is remains limited due to Covid Guidelines)

Adult volunteers are valuable members of our school. Aina Haina School volunteers:

- Are caring people
- Have positive attitudes.
- Can model positive behavior
- Understand the importance of teamwork.
- Are willing to learn, teach and grow
- Learn and follow proper protocol within the school. (Please see visitor policy)

Volunteer opportunities in the classroom may include, but are not limited to:

- Room parent
- Field trip chaperone
- Book order assistance
- Reading

- Sharing your career and hobbies
- Xeroxing materials
- Providing resources and materials
- Ask your Child's Teacher!
- Recess Yard Duty

Please contact our Parent Community Networking Center (PCNC) Facilitator for more opportunities or information at 377-2419.

Other ways of getting involved include being a part of the PTA or SCC. Generally, the PTA meets every first Tuesday of the month and the SCC meets every third Tuesday of the month. The meetings of both groups are always open to parents, community, staff and students.

RESOLVING PROBLEMS / STUDENT VOICE

If your child is having difficulty in the classroom, it is important that you initiate an ongoing dialogue regarding the matter with your child's teacher. Most concerns or problems are appropriately addressed and worked through when communication with the classroom teacher is initiated and on going. On going discourse that is specific to the concerns for your child is meant to move a situation forward as opposed to being confrontational. Awareness of an existing problem is the first step toward resolving it. Whenever necessary, the administration and school staff are willing and available to meet with parents to discuss alternative ways to resolve a problem. Our focus will always be "what's best for the child." If you suspect any type of learning or emotional disability, please contact AHES' administration, your child's counselor or the Student Services Coordinator.

If you as an adult have any concerns or problems regarding something at Aina Haina, please contact us via email, in person or by telephone any time. We are committed to be available for discussion, dialogue and discourse.

If your child is having relationship challenges with friends, classmates or other students, please inform your child's teacher and/or grade level counselor immediately. Please work with the school professionals to assist in the potential solutions of a concern. There is never an appropriate time for an adult to confront or discuss a concern with a student who is not their own child. Adults engaging other students on behalf of their child usually complicates and potentially escalates most situations.

It is important that your child's voice is heard. Please encourage your child to initiate dialogue with their teacher regarding their thoughts, ideas or concerns. Depending on your child's age and their comfort level with the practice of expressing voice and self-advocacy, your child may engage their grade level counselor or administrator regarding potential next steps and perspective taking. And of course, as the parent/guardian, you are always welcome to be with your child at any point in the constructive process.

CAMPUS TRAFFIC PATTERN & TRAFFIC SAFETY PROCEDURES

Morning Rush Hour (7:35 - 8:05 a.m.) & Afternoon Rush Hour (2:05-2:35)

FRONT (Makai) DRIVEWAY and PARKING LOT

Cones are placed along the middle of the driveway to separate the drop-off lane (right lane) from the drive-through lane (left lane). *Note: Cones are only placed along driveway in the morning.*

Those making a right turn into the Aina Haina Community Park (Parks & Rec) area should use the drive-through lane (left lane). There should be no stopping or dropping off in the Parks and Rec parking area or along its curbs during the rush hour as it creates a traffic and pedestrian safety issue.

Parking in that area is reserved for AHES staff with assigned placards and park users. Visitors to AHES campus should use the lower parking lot.

To expedite the drop-off process, drivers must remain in their car and children should be ready to exit the car with backpack in hand. All seatbelt and car seat laws are in effect on campus.

Students should never exit from the left side of the vehicle as it creates a pedestrian safety hazard. If the vehicle cannot be prepared for appropriate, safe drop off, please consider parking in lots and having student walk to class.

Students and adults should always use crosswalks and never cross unmarked driveways to access campus.

Our JPO's give their own time to provide courtesy assistance to our families with drop off in both the front and back auto line areas. Please utilize the drop off auto lines as it is safe and efficient.

Pedestrians and those coming from the alternate parking lot must use the crosswalk located at the entrances of the driveway. Students, parents and other campus visitors should use the crosswalk. This is especially important to pedestrian safety during the rush hour time on campus.

For after school pick up, all lanes and traffic patterns remain the same without the cones.

BACK (Mauka) PARKING LOT

All parking stalls within the fenced in area are designated for staff only with authorized parking placards.

Parent/visitor parking in the fenced lot between 7:30-8:05 & 2:00-2:30 are traffic and pedestrian dangers.

Please park in the gravel lot and not within the staff area including behind the cafeteria.

Drop-offs should be made in the designated turn around area. Please use the widened cut out area to help make the turn around for drop off.

To safely expedite the drop-off process, drivers must remain in their car and children should be ready to exit the car on the right side with backpack in hand. All seatbelt and car seat laws are in effect on campus.

Students should never exit from the left side of the vehicle as it creates a pedestrian safety hazard. If the vehicle cannot be prepared for appropriate, safe drop off, please consider parking in spillover lots and having student walk to class.

Pedestrians should cross the driveway from the marked crosswalk.

Pedestrians should use the sidewalk, stairs and gate access directly to the playground. No pedestrians should be entering campus from the parking lot area.

For after school pick up, all lanes and traffic patterns remain the same.

There should be no parking or stopping anywhere along the driveway as it can cause a traffic backlog, blocks access to the campus and creates safety hazards.

There should be no stopping or parking, either before school or after school, in the widened cut out area as it creates a pedestrian and traffic safety issue.

SEATBELTS and CAR SEATS

The Honolulu Police Department (HPD) partners with Aina Haina Elementary to help ensure the safety of all children and adults who are in automotive vehicles that come to campus. HPD makes several unannounced visits to the front and back areas of campus during drop off and pick up times looking for any violations of the seatbelt requirement and/or the child safety/booster seat requirements. Please be sure all requirements are adhered to when driving on campus, not just to avoid tickets, but because it is good safety practice for you and your child(ren)

CAMPUS PARKING for VISITORS

Aina Haina's campus has a very limited amount of parking on campus for a growing number of staff members. AHES requires the presence of over 80 staff members each day to service our students. Please utilize the marked stalls in the lower parking lot fronting W. Hind Drive or the unmarked parking area in the mauka gravel lot. Some general considerations include:

- Refrain from parking along the sides of the driveway as it restricts driveway access.
- Refrain from parking in any marked or unmarked stalls located behind the cafeteria
- Refrain from parking within the gated mauka lot either in marked or unmarked stalls

Visitors who park on campus are required to report to the office and sign in with your name and license plate number. Random checks will be made in parking areas around campus. If you do receive a reminder parking notice, we thank you in advance for your ensuing cooperation.

WELLNESS CRITERIA FOR SNACKS (Sharing of celebratory treats/gifts should be limited due to covid guidelines. Please check with your child's classroom teacher before making arrangements with your child)

Please help us comply with the DOE Wellness Guidelines approved by the Board of Education (BOE Policy 1110-6); passed in response to Federal law created to combat childhood obesity. We are recommending to parents or other adults in our school community to follow the criteria listed below when bringing any snacks to school to share with your child's class. We are recommending also that students bring healthy snacks to school for their home lunches or for their own individual snacking purposes. The DOE Wellness Guidelines lay out the following standard for food or beverage items. This listing is per serving:

- Calories less than or equal to 200 calories.
- Total fat less than or equal to 8 grams.
- Saturated fat less than or equal to 2 grams.
- Trans fat is equal to ZERO.
- Sodium is less than or equal to 200 mg.
- Sugar is not listed as the first ingredient on the food label.
- All food items should be nut free.

Other suggestions for bringing items to classes for birthday or other celebrations in place of snacks are:

- Bringing something the whole class can use: e.g., pencils, board games, erasers, class book
- Participating in the school library's Celebration Book Program. This program makes it possible for parent/guardian to purchase a library book for the school in their child's names. Please contact our school librarian for more information.

For a list of suggested snacks, please visit <http://doe.k12.hi.us/foodservice/toolkit/nutritionstandards/ns2.htm>.

Click on "Hawaii Action for Healthy Kids Healthy Snack List."

WELLNESS REMINDERS for ALL of US (according to current neuroscience research...)

- Get enough sleep.
- Eat nutritiously.
- Be physically active.
- Cross your body's midline.
- Do things together.
- Read.
- Practice mindful breathing.
- Share appreciations and practice empathy.
- Smile and laugh more.
- Share the gift of time with each other.
- Celebrate the little successes and don't sweat the small stuff
- Compliment the process not the product.

SAFETY AND SECURITY PRACTICES

AHES' first priority is always the safety and security of its students and staff. AHES has crisis specific responses in place to respond to emergencies that may arise. Aina Haina reviews/performs the following drills and inspections in order to prepare students and staff for a possible crisis situation:

- Regular Primary Site Evacuations (Fire emergency or credible bomb threat)
- Annual Lockdown Drills (intruder on campus)
- Annual Shelter in Place Drill (potentially hazardous fumes/potential missile attack)
- Annual Earthquake Drill (may lead to primary or second site evacuation)
- Annual Second Site Evacuation Drill (credible bomb threat; uncontained hazardous material/fume)
- Semi Annual AHERA Inspections and HIOSH Inspections
- Annual School Inspection
- Annual Fire Inspection
- Monthly Grounds and Playground Safety Inspections

- In the event the school needs to evacuate, the primary site is the makai end of the baseball field at Aina Haina Community Park. When necessary, its second site evacuation location is Holy Nativity School's Osco Field.
- Students will not be released until the "all clear" order has been given by a school administrator or local emergency response commander in charge (e.g., HPD, HFD or Civil Defense)
- Please refrain from calling the school during emergencies. We understand that this is a challenge for loved ones. We have been advised by all emergency response groups to keep school lines open for urgent calls by crisis management personnel.
- Impending Hurricanes, tropical storms or other inclement weather conditions (high wind, thunderstorms etc.) will be closely monitored by the DOE and school. Local media and the DOE website will be used to disseminate school closure information.
- Please establish family crisis plans for tsunamis, hurricanes, earthquakes and flooding as families may be separated for extended periods of time during these types of emergencies.
- The school will use a tertiary evacuation site in case of an "Extreme Tsunami Warning". This site will be the old Wailupe Valley Elementary School.

EMERGENCY SCHOOL CLOSURE If the school is ordered to close before the end of the regular school day....

- **Check school website, DOE website, eNotes Messenger Blast, listen to mass media for DOE bulletins**
- **It is imperative that AHES has an updated "Student Release Authorization" form on file for your child as well as an up-to-date emergency contact list with the office.**

- **Include as many authorized people with their contact info onto the “Student Release Authorization” form that you will receive the first week of school.**
- local media will be contacted with relevant crisis incident updates and student pick up information
- be assured that school personnel will remain with all students until each student has been picked up
- school will only release a child to an individual identified and authorized on Student Release Authorization form or most current emergency health card.
- this form is provided to all parents at the beginning of the school year and during registration for students entering sometime during the school year
- please direct any questions regarding the school’s emergency crisis procedures or any safety or security concerns to the school's administration

AUTOMATED MASS CALLING SYSTEM

Aina Haina School has an automated calling system in case of DOE or District closure of the school. Voice messages can be sent automatically once activated, to a single, primary phone number as listed on a student's demographic contact information. The system can also include texting capabilities in lieu of voice. The following is very important for parents or guardians:

- All demographic data should be updated as changes warrant such
- In order to opt in for texting, the primary demographic number has to have text receiving capabilities.

STUDENT ASSISTANCE

If any member of the AHES learning community has concerns with a student's ability to learn and progress at grade level, they are encouraged to either:

1. Contact a School Administrator or the Student Services Coordinator themselves; or
2. Have the parent/guardian contact any of the above school personnel.

Discussions will be scheduled regarding any plans needed to support a child's learning and meet individual needs.

REQUEST FOR REASONABLE ACCOMMODATIONS

Information regarding **requests for reasonable accommodations** when attending any public function on AHES' campus can be found at the administration office during normal business hours (7:30-4:00). We are committed to working with our families and community to find reasonable solutions to accessibility concerns. Please communicate with us as we seek to mitigate any potential accessibility challenges.

HEAT ABATEMENT PLAN

1. All students are strongly encouraged to have water bottles with them throughout the school day.
2. Students are allowed and encouraged to fill up water bottles throughout the day.
3. Students are allowed to use restroom as needed.
4. There is a cold-water dispensary for water bottles located in the cafeteria and library (upon installation)
5. The air-conditioned AV room, cafeteria, library and P4 are available for teachers to sign out and use as alternatives to change things up and to provide relief from the heat.
6. Teachers are encouraged to hold classes outside in the courtyard, under trees etc. as alternatives to the classroom setting.
7. The school provides reminders to students, staff and families about mitigating heat circumstances on campus via: loose, comfortable clothing, alternative classroom settings, access to water, access to restrooms, recognizing signs of heat related ailments.
8. The school is committed to working with the PTA, parents or community to facilitate the acceptance of donated fans in the classroom and in situations where cost and infrastructure allows it, donated air conditioners.
9. All inquiries regarding donations of AC units and its accompanying infrastructure can be referred to administration for further discussion.

VIRAL MITIGATION (Please refer to HIDEOE Covid School Safety Handbook on the Website)

Aina Haina Elementary works hard to limit the spread and incidents of viral infection before and throughout the year. Please contact the health aide with any questions. This is a list of stakeholders' roles and responsibilities:

Parents

- Keep child home if ill or showing flu-like symptoms
- Report any confirmed incident of the flu to the school health aide
- Remind your children about proper hygiene, cold/flu prevention and staying hydrated
- Provide, whenever possible, disinfecting wipes or like supplies to your child.
- **Child returns to school only if he/she is fever free for 24 hrs. without the use of fever reducers.**

Students

- Keep your face hands free.
- Wash your hands regularly. Any soap and water work well.
- Keep your parents informed if feeling ill with flu-like symptoms.
- Work/exams/projects can be made up
- Carry or utilize disinfecting wipes or like supplies.

Health Aide

- Provide school-wide information regarding proper hygiene and viral infection prevention.
- Monitor and Communicate illness trends accurately and immediately.
- Educate students and staff on what one can do daily to be in good health.
- Remind students and parents that students should stay home if ill or showing flu-like symptoms.

Teachers/Classroom/Support Staff

- Remind students about hygiene and recognizing symptoms of flu and its prevention.
- Utilize disinfectant spray / wipes / sanitizers on common areas around the classroom as needed.
- Remain home if ill or displaying flu-like symptoms.
- Dust fans and/or clean air conditioner filters on a regular basis.

Room Cleaners

- Carry and utilize disinfectant spray / wipes on common areas of classroom and stairwells
- Wash hands regularly

Clubs, Teams and Advisors

- Remind students about preventative measures and recognition of symptoms
- Require students to stay away from practice and common areas if ill
- No sharing of water bottles, towels etc.
- Maintain neat, orderly, clean environment and work spaces
- Utilize disinfectant spray / wipes for all common areas

Custodians

- Increase number of times to disinfect restrooms, lockers and other common areas
- Utilize disinfectant spray/wipes for all common areas like door knobs, tables and rails.
- Increase attention paid to restocking supplies in restrooms like paper towels, hand soap etc.
- Increase number of times daily that water fountains are disinfected and cleaned.
- Periodically assist teachers and school personnel with dusting of fans and cleaning of A/C filters.

Administration

- Make available, as needed, hand sanitizer, disinfectant spray and/or wipes.
- Increase supply of paper towels, soap and other supplies available for use in all restrooms.
- Make preventive tips and information about hygiene practice available throughout the school campus and on website with appropriate links and information to students.
- Remind all that if you are ill, regardless of being an employee or a student, stay home and do not return to work or school unless fever free for 24 hours without aid of fever reducers.

CAMPUS WATER POLLUTION PREVENTION AND STORM RUNOFF FACT SHEET

1. AHES is an elementary school located on W Hind Drive. It is bound by W Hind Drive, Aina Haina District Park and residential areas.
2. Storm water drains are a series of drains that have collection points at different areas of campus.
3. AHES' inlets are found on the main driveway. One storm drain on the makai entrance roadway, a second storm drain inlet on the water side of the driveway exit and a final inlet on the parking area side of the driveway exit.
4. These drains connect to common city or state drains that run storm water to a water way. Aina Haina's drains run into Wailupe Stream.
5. Wailupe stream leads off shore to the ocean.
6. Basically, what the rain water carries to the collection points of the storm drain system ends up in Aina Haina's then the island's water ways.
7. It is important for all role groups to play a part in keeping as little pollutants as possible from entering the drainage systems both at home and on campus.
8. Everyone should avoid littering at all on the campus. Litter, no matter how small or large can end up in the storm water drains.
9. Everyone must avoid using toxic or potentially hazardous cleaners, herbicides, insecticides etc.
10. Everyone must eliminate the improper dumping of potentially hazardous liquids in to the drainage systems and should dispose of these liquids properly and safely.
11. It is important not to feed feral animals on campus as this leads to increasing its population and then increasing the feces being left around campus.
12. Everyone has a responsibility to report anyone who is illegally dumping, littering or disposing of potentially hazardous materials or trash.
13. Everyone is encouraged to participate in litter pickups or campus/neighborhood clean up campaigns.
14. To the extent possible, debris should be raked or swept instead of watered away.
15. Drainage access points around campus must be inspected regularly and cleared out of litter, eroded dirt/mud/rocks in order to have the storm drainage system work properly for the campus. Blocked drains or access points should be reported to administration or custodial staff immediately.
16. Campus areas need to be kept as green as possible within the given resources in order to eliminate excess erosion. Everyone on campus should do their best to use walkways and not walk through grass areas to help make this happen.

GENERAL LEARNER OUTCOMES (GLO)

General Learner Outcome #1: The ability to be responsible for one's own learning.

As a self-directed learner,

- K-2: A. I can finish my work on time,
 B. I can work quietly by myself, and
 C. I can check my work. (Classroom checklist)
- 3-5: A. I can finish my work on time,
 B. I can plan and work towards achieving my goals, and
 C. I can evaluate what I learned.

General Learner Outcome #2: The understanding that it is essential for human beings to work together.

As a community contributor,

- K-2: A. I can be kind,
 B. I can be safe,
 C. I can be responsible.
- 3-5: A. I can respect (cooperate, encourage and help) others,
 B. I can behave well by safely following rules (class/school), and
 C. I can find responsible solutions and make good decisions.

General Learner Outcome #3: The ability to demonstrate critical thinking and problem-solving strategies.

As a complex thinker,

- K-2: A. I can think of ways to solve problems, and
 B. I can make good choices.
- 3-5: A. I can think of different ways to solve a problem, and
 B. I can make well thought-out choices.

General Learner Outcome #4: The ability to recognize and produce quality performances and quality products.

As a quality producer,

- K-2: A. I can tell what good work looks like, and
 B. I can do good work.
- 3-5: A. I can describe what good work looks like, and
 B. I can create work that meets the criteria.

General Learner Outcome #5: The ability to communicate effectively.

As an effective communicator,

- K-2: A. I can listen carefully, and
 B. I can speak clearly.
- 3-5: A. I can listen for information,
 B. I can speak effectively,
 C. I can read with understanding, and
 D. I can write effectively.

General Learner Outcome #6: The ability to use a variety of technologies effectively and ethically.

As an effective and ethical user of technology,

- K-2: A. I can use the computer responsibly, and
 B. I can save and retrieve from the server.
- 3-5: A. I can use the computer responsibly, and
 B. I can save and retrieve from the server.