

Hawaii Baptist Academy  
Elementary School  
Student Handbook & Catalogue  
2010-2011

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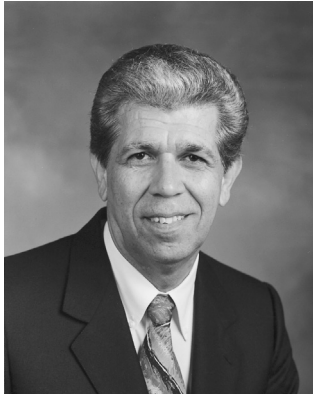
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*Richard Bento*  
 President  
 Hawaii Baptist Academy

*HBA Board of Directors*

Ron Shiira, <i>Chair</i>	Don Kim	Amy Vorderbruegge
Morris Kimoto, <i>Vice Chair</i>	Carl Kinoshita	Sharon Walsh
Robert Ahana	Bruce Matsui	Hisao Yamada
Kay Eargle	Ted Stout	

Administrators and Directors

*President*—Richard Bento .....595-5000

*Vice President of Institutional Advancement*—Timothy Morita.....533-7094

*Principal, Elementary School*—Rebecca Sanchez Ovitt .....524-5477

*Principal, Middle School*—Claudia Atta .....595-6302

*Principal, High School*—Marsha Hirae .....595-6301

*Vice Principal/Admissions, Elementary School*—Timothy Kaneshiro .....536-6830

*Vice Principal, High School*—Nolan Namba .....595-6301

*Admissions Director, High School*—Katherine Lee .....595-7585

*Director of Curriculum, K-12*—Pat Ota .....595-6301

*Facilities Director*—Suchart Archpru.....595-4702

*Director of Finance*—Patricia Matsumoto .....595-6283

*Director of Human Resources*—Steve Arita .....595-6119

*Director of Supplemental Programs*—Shirley Yahata.....545-4485

*After School Enrichment Program (ASEP) Coordinator*—Craig Chang.....533-1106

*Athletic Director*—Deren Oshiro.....595-6301

*Director of Christian Ministries*—Robert Lockridge.....595-6301

*Director of Counseling, Middle & High School*—Sharyn Smith .....595-6304

*Registrar, Middle & High School*—Helen Archpru.....595-6317

*School Nurse*—Joanne Kealoha .....595-6301

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Main office ..... 524-5477  
Kindergarten—Rhona Halmos, Lisa Lichtenberg, Carolyn Tom  
First Grade—Cheryl Higa, Natalie Kakimoto  
Second Grade—Dayna Nakamura, Lori Young  
Third Grade—Joyce Ito, Joanna Watkins  
Fourth Grade—Karen Iseri, Tanna Pestana, Jeri Lynn Rawlings  
Fifth Grade—Rachel Kaneshiro, Dana Sato, Iris Uehara  
Sixth Grade—Pauline Higa, Desiree Ichiki-Igarashii, Matthew Kamada  
Music—Jody Lovett  
Art/Student Council—Garrett Omoto  
Physical Education—Joseph Aguiar  
Librarian—Valerie Coryell  
Computer—Darlene Kaneshiro  
Academic Resource—Mary Oshiro  
Guidance Counselor—Pat Murphy  
Teacher Assistants—Ginell Benn, Lissy Jayaprakash, Valerie Lee, Pamela Lowery, Sharon Yamamoto,  
Kimberly Yamauchi

*The School Administration reserves the right to change portions of this Handbook at any time. Parents and students will be given prompt notification should such changes occur.*

*Notice of Nondiscriminatory Policy as to Students: Hawaii Baptist Academy does not discriminate on the basis of race, color, national and ethnic origin, gender, or disability in areas of admissions, financial aid, athletics, and other school-administered programs.*

# About HBA

## About the School

Hawaii Baptist Academy's motto is "Christ for every nation," and for 60 years, the school has stayed true to this Christian mission of preparing young people in Hawaii to honor God with their lives. Not every student who attends HBA is a Christian or becomes one; in fact, only about 50 percent of our students come from Christian families. But one of the school's primary purposes is to give every student the opportunity to hear the Gospel of Jesus Christ and to experience the life-changing difference He can make.

With caring, supportive teachers and a diverse, challenging curriculum, HBA helps students develop intellectually by teaching them to think critically about their world. In the last decade, 100 percent of our graduates have been accepted into college programs across the nation. HBA students regularly score above the national and state averages on both the Scholastic Aptitude Test and the American College Test. For many years, HBA has consistently ranked among the top private schools in Hawaii.

Hawaii Baptist Academy, a private, co-educational school, has a total enrollment of over 1,000 students from kindergarten through grade 12, making it large enough to offer a full academic program yet small enough to give students more personal attention and the opportunity to develop lifelong friendships. At the high school level, a college preparatory curriculum emphasizes the fundamentals supplemented by a rich variety of elective courses. Advanced Placement courses are also offered in the various disciplines.

HBA begins school in early August, ends in late May, and provides breaks of two or more weeks in October, December, and March. During the October and March breaks, HBA Elementary offers both instructional and fun classes. An After School Enrichment Program provides a structured and fun environment for elementary students after the school day, during breaks, and during the summer.

HBA prepares students physically through a comprehensive physical education program and a full slate of interscholastic sports. At the secondary level, student athletes compete in the Interscholastic League of Honolulu (ILH) on both HBA and PAC-5 teams. Each year, over 75% of students grades 7 through 12 participate on at least one team. Elementary student athletes (grades 5 and 6) compete in volleyball and basketball in the Christian Schools Athletic League.

Numerous clubs and student groups, activities, and programs give students ample opportunity to develop socially by interacting with classmates, teachers, and others. Student groups also coordinate and participate in many community service projects throughout the year.

At HBA, education is not complete unless students are spiritually prepared. HBA is committed to developing a school environment where students can hear the Christian message proclaimed clearly, see it lived consistently, and investigate it thoroughly. Through chapels, homeroom devotion and prayer times, camps, courses on the Bible and Christianity, and an annual Christian Emphasis Week, students have opportunities

to worship God and to learn about Him. Campus bible studies, discipleship groups, and daily interaction with Christian teachers give students an opportunity to explore their beliefs even further. Students also have on and off-campus ministry opportunities coordinated by the Christian Ministries director.

## Accreditation and Affiliation

The elementary and secondary divisions of HBA are fully accredited by the Western Association of Schools and Colleges (WASC) and Hawaii Association of Private Schools (HAIS). The school is licensed by the Hawaii Council of Private Schools and is governed by a board of directors elected by the executive board of the Hawaii Pacific Baptist Convention, an association of Southern Baptist churches in Hawaii.

## History

Hawaii Baptist Academy opened in 1949 in surplus Army barracks on a parcel of land at 1234 Heulu Street in the Makiki section of Honolulu, near Roosevelt High School. It began with 36 students in grades 7 and 8. The opening was a triumph for Southern Baptist missionaries Hugh P. and Mary McCormick, who had arrived in Hawaii several years earlier to start a school. They had joined a handful of other missionaries who, for the most part, had been ousted from Asian countries during World War II and were busy building churches. Mr. McCormick served as the school's first principal. Mrs. McCormick was the school nurse, the librarian and—according to those who knew her—the one who performed the unassigned tasks necessary in running a school.

In the beginning and during its first decade, HBA was financially supported and built with gifts from the Woman's Missionary Union of Virginia (the first \$125,000); gifts from individuals, churches and missionary organizations; and teacher support from the Southern Baptist Convention Foreign Mission Board.

After only one year in operation, the elementary division was started with the transfer of the primary grades from the Olivet Baptist Church, and by 1953, the school was complete with grades one through twelve. The first class of three young men graduated in 1954. Five years later, the Territory of Hawaii became the State of Hawaii and operational control passed from the Southern Baptist Foreign Mission Board to the Hawaii Baptist Convention. Enrollment at that time was already 340. The McCormicks retired and returned to the mainland, as did many of the missionary teachers.

During the 1960s, additional lots surrounding the small campus were purchased, expanding the property from about two acres to four, and the Hawaii Baptist Convention (renamed Hawaii Pacific Baptist Convention in 1997) struggled to build and grow churches, as well as attend to the needs of the school. The school continued to grow, offering a full curriculum, maintaining high standards, and earning accreditation in 1965.

In 1972, the academy purchased 13.5 acres in Nu'uuanu, the former Robertson Estate, for a permanent site. The secondary school moved to the new campus in 1975 when the four-story

classroom building was completed. The multi-purpose building (gym, classrooms, cafeteria) and the parking grounds were added in 1984. Funding for capital needs in more recent years has been provided by mission-minded individuals and churches on the mainland, friends and churches in Hawaii, corporations and foundations, and the Hawaii Pacific Baptist Convention.

In June 1987, HBA purchased the former Sacred Hearts Convent School as the new location for the elementary campus. It is about 1/2 mile from the middle & high school campus and includes nearly seven acres of prime land. The excellent facilities and spacious playground further enhanced the overall program of the school. As facilities permitted, school enrollment climbed to over 1,000 students in grades K-12.

On July 28, 2006, the HBA Middle School on the Dan Kong Campus was officially dedicated, separating the 7th and 8th graders from the Sagert Campus. The middle school is adjacent to the high school campus on state-owned land leased by HBA. The new facility includes 13 classrooms, a multi-purpose room, and administrative offices. One notable feature of the middle school is that it is only one of two schools in the state to receive a prestigious Leadership in Energy and Environmental Design award from the U.S. Green Building Council.

## Philosophy

It is the philosophy of HBA to provide academic excellence in a Christian context. We believe that the most effective citizen needs a well-trained mind; that the best education includes spiritual and moral values as well as intellectual, physical and aesthetic development; and that the best spiritual and moral teachings are those of Jesus. Through the entire program, HBA teaches Christian values and conduct. Christian commitment is presented as the highest goal, but students are free to make their own decisions regarding Christianity.

While providing preparation for college through a qualified faculty and a current, relevant curriculum, HBA seeks also to promote democratic citizenship, leadership experience, individual responsibility, a sense of individual self worth, a sense of fairness, health and physical fitness, good sportsmanship, an appreciation for beauty, and responsible decision-making.

## Core Values

We believe the Bible is the inerrant Word of God ultimately fulfilled through His Son Jesus Christ. Our desire is that all may come to know and respond to Him through the Spirit of God and proclamation of His Word.

As a school we value excellence in:

**Teaching.** We believe that our academic community stands and falls on the quality of its teachers. We are committed to hiring and nurturing quality teachers who love God, their students, and their subject area. Our example of excellence in teaching is Jesus, who effectively taught truths in a life-changing way.

**Learning.** We believe that God's truth is found in Scripture. We are committed to providing our students with a serious learning community that encourages genuine inquiry into the nature and truths of God, His Word, and His world with the hopeful outcome of a transformed life.

**Leading.** We believe that effective learning involves training students to be effective leaders. We are committed to equipping our students with the insights and skills necessary

to produce leaders who will engage the world with strength of character, sincerity of heart, and enthusiasm to spread the Gospel.

**Serving.** We believe that all of the learning and leading in the world are for naught without the transformation that comes through the call to love God and our neighbors as ourselves. We are committed to meeting the physical and spiritual needs of those in our academic community, church communities, and others in the world around us.

## Mission Statement

*Hawaii Baptist Academy is a Christian college preparatory school that equips students spiritually, intellectually, physically, socially and emotionally so that they bring honor to God.*

## Expected Schoolwide Learning Results (ESLRs)

A Hawaii Baptist Academy Student is a . . .

### Truth Seeker, who

1. Knows that he/she is loved by God
2. Understands that God's love provides the means for redemption through the atoning death of Jesus Christ
3. Evaluates his/her relationship with Jesus Christ
4. Seeks and demonstrates spiritual growth
5. Bases life decisions on biblical wisdom

### Community Builder, who

6. Exhibits Christ-like love and respect for others
7. Contributes and leads in group settings to accomplish common goals
8. Practices good citizenship
9. Serves local/global communities and cares for the environment

### Responsible Decision-Maker, who

10. Makes choices to foster emotional and physical well being based on a biblical self-image.
11. Takes responsibility for choices and learns from mistakes
12. Sets and pursues thoughtful personal goals

### Reflective Learner, who

13. Builds a knowledge base necessary for continuing education beyond high school
14. Uses effective organization and learning strategies
15. Relates subject matter to his/her life and seeks opportunities for learning beyond the required curriculum
16. Appreciates beauty, values truth, and strives for excellence

### Resourceful Problem-Solver, who

17. Reads, writes, reasons, and communicates effectively
18. Accesses, analyzes, and evaluates information and its sources
19. Employs creativity and innovation in his/her work
20. Creates well-crafted products that achieve their purposes and uses appropriate media

## Our Community of Supporters

### Office of Institutional Advancement

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HBA's Office of Institutional Advancement is located at the elementary school campus and functions as the alumni, public relations, marketing, and fund raising department for the school. One of the annual programs of the Office of Institutional Advancement that involves students and parents is the February visit of the Mainland Advisory Council (MAC). This group of donors and friends has supported HBA since 1977 through prayer and financial giving. The local volunteer support group is The Aloha Council (TAC) and includes many parents of former students in its membership.

Fund raising for capital and program needs is on-going, and an annual campaign is conducted among parents. Tuition covers about 80% of the school's operating budget; the remaining 20% and all of the capital funds required for buildings are raised through the generous gifts of individual and institutional donors, churches, the Hawaii Pacific Baptist Convention, and other sources.

### MAC and TAC

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#### Mainland Advisory Council (MAC)

Since 1977, the Mainland Advisory Council has prayed faithfully for HBA, given to the school financially, and supported the school in many other ways. This is a unique group of Christian men and women, many of whom originally had no relationship to the school other than their commitment to God and HBA's purpose as a Christian school. Each February, HBA hosts about 100 MAC members for MAC Week, an opportunity for these mainland friends to meet teachers and students, visit the campuses, hear reports on what God is doing at HBA, hear the latest plans, and have a time of fellowship with one another. The Office of Institutional Advancement plans this annual visit for these mainland friends who have done so much for HBA.

#### The Aloha Council (TAC)

The Aloha Council consists of local supporters of the school, many of whom are parents of alumni. Founded in 1990, TAC members believe in the mission of the school and support HBA by praying for its ministry, making financial contributions, and promoting the school in their own circles of influence. Although not required for membership, many TAC members volunteer to help HBA in a variety of ways. The Aloha Council meets each fall to hear progress reports about the school, to share thoughts and concerns, and to have fellowship with each other.

### Parent Organizations

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#### Athletic Booster Club

Athletes and athletics are supported by the Athletic Booster Club, a parent organization dedicated to assisting the athletic program and the students who participate in sports. At HBA, over 75% of the middle & high school students are involved in the school sports program.

#### Parent Teacher Fellowship

The Parent Teacher Fellowship (PTF) is an active organization with these major objectives:

- To promote the welfare of children and youth in home, school, and community
- To bring into closer relation the home and school, so that parents and teachers may cooperate intelligently in the training of the child
- To develop between educators and home such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education
- The offices of president, president-elect, vice president, secretary, and treasurer are elected yearly. More specific information is presented in the bylaws of the PTF

### Parent Communications and Publications

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Student publications on all campuses are excellent sources of information for parents and others. The elementary students prepare the HBA Chronicle, which is a learning tool as well as an account of the students' involvement in learning activities. The middle and high school campuses have the Eagle Eye, a student-produced newspaper that has repeatedly won a variety of state awards. This newspaper focuses on general activities and student opinions.

In addition to these information sources, Hawaii Baptist Academy's website (<http://www.hba.net/>) is the official doorway to the HBA 'ohana (family). The website has upcoming campus events, current bulletins and newsletters. Emergency notifications and information about each campus is located at this website.

# The Elementary School

The Nuʻuanu Campus

# Student Life

## Student Activities and Programs

### Academic Resource

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The academic resource teacher works closely with the counselor to meet the needs of the kindergarten to Grade 3 students. She provides reinforcement, review, or enrichment assistance as requested by the homeroom teachers.

### Athletics

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Boys and girls in grades 5 and 6 are eligible to become members of the volleyball and basketball teams. Students interested in participating in sports must obtain a yellow "Athletic Participation Form" from the P.E. teacher or health aide.

Prior to tryouts, the student's parent and doctor must complete this form. Students will NOT be able to participate in tryouts, practices or games until the form is completed and turned in. Physical exam must be within 12 months of the first practice.

Practice is directed by the coaches (separate for boys and girls) at least twice each week from 2:50-4:30 p.m. HBA teams compete in the Christian Schools Athletic League with other private schools. Participation in sports is contingent upon receiving passing grades (C- or better in every academic subject) every quarter.

Academic suspension—Athletics (See page 24)

### Christian Ministries

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The director of Christian ministries attends to the spiritual needs of students. He plans, develops, and carries out activities designed to develop the spiritual growth of students, with the help of the faculty and staff. The main goal is for students to know and accept Jesus Christ as Lord and Savior and strengthen their faith.

### Counseling and Guidance

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The Hawaii Baptist Academy elementary counseling office provides a warm and friendly environment where students are always welcome to hang out or come by for friendly conversation. Before school, during recess, and during lunch the counseling office is buzzing with students from all grades levels.

Hawaii Baptist Academy believes that careful attention to the whole child is essential for the growth and development of each student. Therefore, attention to the affective domain of the students' lives is an integral part of the school day. HBA believes if students are going to be academically successful, they must have a positive feeling about themselves and the world around them. The counselor works with the student, their parents and teachers to form a working team to address individual academic and emotional needs of a student. Group counseling is also available to students whose parents are separated, divorced or deceased and for other areas as needs arise.

In order to provide a foundation for counseling at the elementary level, the counselor meets once a week for one quarter with each grade level homeroom to discuss topics that include: respect for individual differences (Grade K), friendships (Grade 1), peace making and conflict resolution (Grades 2 and 3), changing thought patterns to affect one's emotions (Grades 4 and 5), and preparing for adolescence (Grade 6).

The counselor also works closely with the teacher and the parents to discover specific needs and learning styles for students with academic difficulties. The counselor provides a strong support for the academic needs of the students.

The counselor oversees all testing at Hawaii Baptist Academy. The Comprehensive Testing Program (CTPIV) is administered to students in grades 2- 6 in the fall of each year. A writing assessment (WrAP) is also administered to students in grades 3-6 during the fall. A Fall and Spring Assessment is administered to students in kindergarten, and grade 1 students are assessed quarterly on the Star Early Literacy Test which is a computerized reading assessment. All test results are used to help teachers meet the individual needs of their students as well as provide direction for overall class instruction and curriculum planning.

### Personal Counseling

A student who exhibits behavior that the school sees as a student's risk of harm to self or others will be required to complete a psychological or psychiatric evaluation by a licensed psychologist or psychiatrist. Hawaii Baptist Academy requires a waiver of patient confidentiality to be signed by parents or guardians to facilitate consultation between the school and mental health professional. Students may be required to stay at home (absences excused) until the evaluation is completed and treatment, if required, has been implemented. Students will be permitted to return to school when the administration, upon the recommendation of the mental health professional, is assured that the student will not pose a risk of danger to self or others.

All personal counseling and records are held in strict confidence as mandated by law and professional ethics.

### Junior Police Officers (JPOs)

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In cooperation with the Honolulu Police Department, HBA has an active JPO squad. The squad helps direct traffic and promotes safety on our elementary campus. To be a member of the squad, a student must be in grade 5 or 6, and 10 years of age or older. Squad members on academic and/or behavioral probation cannot participate in any squad activities.

### Publications

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Student publications on all campuses are excellent sources of information for parents and others. The elementary students prepare the *HBA Chronicle*, which is a learning tool, as well as an account of the students' involvement in learning activities. The *Eagle Eye* is a student-produced newspaper serving middle and high school campuses. Focused on general school activities, teen issues, and campus opinions, the paper has repeatedly won a

variety of state awards. The *Eagle Eye* is a free publication and is distributed to students through established pick-up points.

## Special Programs

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Students participate in various programs during the year. These are the biannual Christmas musical, Eagle Choir Christmas and Spring Concerts, classroom ohana night programs, Field Day, chapel programs, Christian Emphasis Week, program for the Mainland Advisory Council, and flag ceremony.

## Student Council

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Student Council is an extracurricular activity whose objectives are to develop leadership among the students and to promote school spirit. Officers and representatives are elected in the fall from grades 2-6. Meetings and activities are held monthly. The Student Council carries out projects that help the students, school and community. Activities are supervised by advisers and the use of funds is approved by the principal.

## Supplemental Programs

The office of Supplemental Programs plans and administers the After School Enrichment Program, Summer School, Summer Adventures, ASEP Holiday Program, and Intersession programs. A separate catalogue or brochure describing offerings is prepared and distributed prior to registration for each session. Call 545-4485 for more information.

## After School Enrichment Program (ASEP)

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The After School Enrichment Program (ASEP), administered by HBA, operates from 2:30-5:30 p.m. Parents who have concerns or questions about the ASEP should call the coordinator at 533-1106 between the hours of 9:00 a.m. and 5:30 p.m. Students enrolled in the ASEP may also enroll in enrichment programs, such as ballet, karate, hula or Japanese. (See ASEP brochure for more detailed information).

In addition to rules outlined in the HBA Student Handbook, the following rules apply to the ASEP:

1. Children enrolled in the ASEP are to report immediately to the cafeteria area when school dismisses each day, and take a seat for attendance. Kindergarten to third grade students will be escorted from their classrooms to the cafeteria. For safety reasons, children are not allowed on the playground areas until after 3:00 p.m., when the gates are closed and all cars are gone from the areas. The playground areas are for students enrolled in the ASEP. Any teacher desiring to have a child stay after school will provide a note to the ASEP leader, and the child will return to the ASEP upon completion of the work with the teacher.
2. **Parents of children who are enrolled in the ASEP should call or email the coordinator by 1:30 p.m. to report non-attendance due to absences. Parents whose children will not be attending the ASEP on certain days due to early pick-ups directly after school must follow the required procedure of checking them out at the ASEP front table in the cafeteria. Students will not be allowed to be picked up at Bates Street or the waiting shed. Students must report to the ASEP each day, even though they are not planning to stay for the entire after school period**

**(students participating in after school clubs and sports must be verified by teacher/coach).**

3. The designated areas for the ASEP are the cafeteria, grassy area mauka of the cafeteria, basketball court, paved area in front of the cafeteria, and all playground/grassy/paved areas. Only students enrolled in the ASEP are allowed to use the playground. Restrooms designated for ASEP students are the recess restrooms by the auditorium, the girls' restroom outside the music room, the boys' restroom in the music room, and the boys' restroom by the 1st grade classrooms.
4. Students not enrolled in the ASEP may enroll in the afternoon enrichment classes but are not permitted to be unsupervised while on campus. Students have the option to register as a drop-in student on the days they are enrolled in enrichment classes. Otherwise, a parent or responsible adult is required to supervise their child before and after the scheduled class time. **The adult and child must remain in the designated area as specified by the ASEP coordinator.**
5. Consequences of misbehavior are, but not limited to, timeout, loss of privileges, and misbehavior slip. The school administration may intervene in special situations.
6. Cell phone use is not allowed on campus.

## ASEP misbehavior

A student enrolled in the ASEP may have any and/or all misbehavior records that occurred during ASEP reported to the principal. Repeated offenses may result in behavior probation and/or dismissal from the program.

## Drop-ins for ASEP

**Parents requiring occasional after school supervision for their child may utilize the drop-in service directly after school from 2:30 until pick-up and will be charged the drop-in fee, payable at time of pick-up.** Parents should notify the ASEP office in advance. Students who intend to go home directly after school but are not picked up by 3:00 at Bates St. or the waiting shed are escorted to the ASEP and charged the drop-in rate. No students are allowed to remain unsupervised on campus after 3:00 p.m. (See the ASEP brochure for details.)

## ASEP Holiday Program

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The ASEP Holiday Program is offered during the fall, winter, and spring recess breaks and operates at the following designated dates and times during the 2010-2011 academic year.

Recess	Dates	Time
Fall (1st week)	October 4-8	11:40 a.m.-5:30 p.m.
Fall (2nd week)	October 11-15	7:00 a.m.-5:30 p.m.
Winter	December 20-22, 27-29	7:00 a.m.-5:30 p.m.
Spring (1st week)	March 14-18	11:40 a.m.-5:30 p.m.
Spring (2nd week)	March 21-24	7:00 a.m.-5:30 p.m.

This program is designed to encourage students to explore and grow socially, emotionally, and physically through planned activities and events. Field trip outings, crafts, sports, and games, and special presentations are offered.

## Summer School & Summer Adventures

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Hawaii Baptist Academy offers a quality summer school program for students entering grades Kindergarten through 12. Students who are preparing for entrance into HBA's regular academic sessions, requiring instruction or assistance in specific skill areas, and those who desire to expand and develop their learning and creativity through enrichment and recreational classes are accommodated in the summer school program.

At the elementary campus, Summer Adventures is offered for six weeks during the summer for grades K-6. This program accomplishes Hawaii Baptist Academy's objective of meeting the needs of students who desire challenging experiences in physical and recreational activities. To enhance personal growth, opportunities for developing character and building social skills through group and individual work are provided. Additional information on this program is included in Hawaii Baptist Academy's Summer School and Summer Adventures catalog

## Student Services

### Cafeteria

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Under the supervision of Sodexo, the HBA elementary cafeteria serves breakfast (7:00-7:45 am), ala carte, cash only; and hot lunches daily. Before the end of each month, a new menu is sent home with students. Lunch tickets may be purchased in quantities of ten at the cafeteria. A Snack Bar is open during morning recess and lunch for grades 2-6; juice is provided in the morning for kindergarten.

### Health Services

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#### Health Requirements

All HBA students must have the physical examination, tuberculosis clearance, and emergency contact documentation completed and submitted to HBA no later than July 15, 2010. Students who do not meet these requirements will not be permitted to attend class.

#### Physical Examination

All new and returning students entering the 4th grade are required to have a physical examination within twelve months prior to the beginning of the school year. The physical examination must be documented on the Hawaii Baptist Academy Student Health Record.

#### Tuberculosis Clearance

A tuberculosis (TB) Mantoux skin test is required for all new incoming students. If the result of the TB skin test is positive, then results of a follow-up chest x-ray are required. The results of the TB skin test and/or chest x-ray must be documented on the Hawaii Baptist Academy Student Health Record. It is recommended that TB testing be repeated every two years.

#### Health Insurance

All students must have medical coverage to attend school and to participate in any HBA sponsored activity.

#### Illness or Injury

If a student is unable to participate in the classroom due to illness or injury, the parents/guardians will be notified to take

the student home or to seek further medical care. If a student's health status places other students at risk, the parents/guardians will be notified to pick up their child from school. A medical certificate from a licensed physician may be requested by the school at any time when information is needed concerning a student's health status.

### Medications

The school nurse or her designated representative will administer medication to a student only when it is not feasible to schedule the medicine dosage at home. Parents and physician must complete and sign a Medication Permission Request Form in order for the student to receive medication at HBA. The school nurse will only give the exact dosage of medication that is prescribed and only from the original prescription bottle as it was dispensed by a registered pharmacist.

### Food Allergy Warning

Peanuts and other food products containing nuts or traces of nuts are sold at the HBA snack bar. Students with peanut or peanut-related allergies should NOT purchase these food products.

### Library

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HBA's elementary school library strives to be a meeting place where ideas generate and grow, a home for valuable curriculum-related resources, and a haven for students and teachers. The library houses resources that have been carefully selected to align with curricular goals and to advance HBA's mission and objectives. These resources include books, periodicals, reference materials, audio-visual materials, computers, software, and other electronic resources. In addition, the library offers ample space for collaboration and is available before school, after school, and during recesses. (See also page 14, "Library Science.")

## Student Behavior Expectations

### Appearance and Dress Standards

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An important part of the developmental process is learning that one's appearance must fit the occasion and purpose of the activity. People express themselves through their attire, and must be aware that their actions and the actions of those around them are simultaneously affected by their appearance. Thus, the goal of the dress standard is to promote a positive, distraction-free learning and social environment.

Accordingly, students are expected to present themselves at all HBA functions in a manner that is morally correct and that is appropriate for the occasion. Each person is expected to maintain an overall appearance that is clean and neat and represents the values and standards of our Christian heritage.

### School-Endorsed Clothing

Mills is HBA's supplier of the school's dress standard for the school year 2010-11. Students must be in the proper dress uniform. Please note the following:

- A. Only Mills attire is allowed, with the exception of accessories and shoes.
- B. Shoes: Covered shoes, dress or tennis shoes. No slippers, sandals, or Crocs.

- C. For special occasions, the principal will decide the campus dress standard.

### Appropriate for Boys

#### *Hair*

1. Modest/conservative style
2. Length must be collar length or shorter
3. Natural color

### Inappropriate for Boys

#### *Hair*

1. Hair coloring or highlighting of any kind; faddish hairstyles
2. Hair length touching top of shoulder (boys needing a haircut will have until the next day to comply)
3. Hair that hangs lower than eyebrows
4. Use of rubber bands, combs, or any gadget to hold the hair in place

#### *Adornments*

1. Body-pierced jewelry
2. Tattoos on exposed body parts
3. Patches or jewelry with double meanings, or obscene implication, or in inappropriate places

### Appropriate for Girls

#### *Hair*

1. Modest/conservative style
2. Natural color

#### *Adornments*

1. Modest jewelry (including earrings not to exceed two per ear) in appropriate places

### Inappropriate for Girls

#### *Hair*

1. Hair coloring or highlighting of any kind; faddish styles or patterns
2. Hair that hangs lower than eyebrows

#### *Adornments*

1. Body-pierced jewelry
2. Tattoos on exposed body parts
3. Patches or jewelry with double meanings, obscene implications, or in inappropriate places

## Attendance, Absence, and Tardiness

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Research shows that the single greatest factor contributing to student achievement is attendance at school. Discussion, recitation, listening, note taking, raised questions, explanations, and clarifications are among the important interactions that are lost despite the most sincere efforts at make-up work.

Students are expected to be present and on time each day that school is in session. However, we realize that absences may be necessary and recognize the following as acceptable reasons for absence:

- Personal illness of the student
- Severe illness in the immediate family which necessitates the presence of the student
- Death in the family
- Absence required by virtue of legal obligations
- Emergency medical or dental appointments

A parent's note is required for all illnesses of one to three days and a licensed physician's note is required for illnesses of four consecutive days or more. A medical certificate from a licensed physician may be requested by the school at any time when information is needed concerning a student's health status.

### Procedure for Student Absence

- Parents call the school from 8:00-9:00 a.m., giving notification of the student's absence and reason.
- Parents write an explanation of student's absence to be turned in to the office or student's teacher upon student's return
- Students leaving school by 9:00 a.m. due to illness or extenuating circumstances will be considered absent for that day
- Parents must request homework by 9:00 a.m. and may pick it up between 3:00 p.m. and 4:00 p.m. from the front office, or they may request to pick up homework from the ASEP by 5:30 p.m.
- Parents are not allowed into their child's class after school to obtain homework or materials.

### Discretionary Absences

Parents are asked to notify the principal in writing two weeks in advance when taking a child out of school for more than one day at a time. The principal reserves the right to decide whether a student will be excused from school for more than one day. The policy on completion of missed schoolwork will be the same as when a student is absent. (See also "Late Work Due to Absence," page 23.)

Medical and dental appointments should be made at times other than during school hours, including appointments for a series of office visits. If an emergency necessitates school hour appointments, the school should be notified immediately.

### Excessive/Chronic Student Absences/Tardies

Excessive/chronic absences will have a negative effect on a student's learning capability. Therefore, when a student is absent for seven days (does not need to be consecutive) during any given quarter, the administration will research the situation to determine justification and causes of absences. A conference with the parents may be called to discuss the conditions under which the student will be allowed to remain at HBA. Excessive absences may result in the student receiving lower grades and/or suspension.

### Parental/Guardian Absences

Any parent(s) or guardian(s) who will be off island should notify the school in writing. Please include the following information:

- Dates of absence (Leaving and returning to Honolulu)
- Contact numbers of parent(s) or guardian(s) off island
- Who will be caring for student: Name, address, phone numbers
- Who has authorization to make legal and medical decisions: Name, address, phone numbers

## Tardiness (Late to School)

Students are expected to be in their designated places by 7:50 a.m. for flag ceremony. Those who are not in their classroom at 7:55 a.m. are considered tardy. These students must report to the office before going to class. When six tardies have been accumulated within a given quarter, the matter will be referred to the principal. Tardiness due to oversleeping and/or heavy traffic is inexcusable; habitual tardiness may result in suspension. Students on suspension receive a “zero” on any/all work due on the day(s) suspended.

## Leaving Campus

Students are expected to remain on campus from the time they arrive at school in the morning until school is dismissed in the afternoon. For after-school dismissal on regular days at 2:30 p.m. or half-days at 12:00 noon, students are to remain on campus until picked up by parents or guardians or official designees by 3:00 p.m. or 12:30 p.m. respectively. Students in the After School Enrichment Program (ASEP) must remain on campus until picked up by parents, guardians, or official designees by 5:30 p.m.

Students not enrolled in ASEP but who are involved in an after school activity (e.g., ballet, hula, tutoring by their teacher, sports, special clubs) must be picked up immediately after the activity by a parent/guardian, or they will be checked into the ASEP as a drop-in and charged the usual fee. Students will not be allowed to remain on campus unattended.

Students are given permission to leave campus during the school day only when the school receives a written request from a parent or when a request is made by a parent in person at the school. Parents of any student who must leave during school hours must meet their child in the office and sign him or her out. If the student returns during the school day, he or she must report to the office before returning to class.

Students may leave campus on school business when in the company of a teacher or when given special permission by the administration. This applies to field trips.

**Special Note to All Drivers:** Please heed the 5 mph speed limit on the Malulani Hale condominium driveway.

## Behavior and Citizenship

Hawaii Baptist Academy seeks to develop young people who are responsible citizens of the school, the home and the community. The code of conduct encompasses four principles:

### HBA Code of Conduct

#### The Principle of Honor

I will at all times and under all circumstances be honest in thought, word, and deed.

#### The Principle of Self-Control

I will at all times control my personal desires to be in harmony with the social good, considering the interests of others to be of equal value with my own.

#### The Principle of Conformity

I will at all times conform to the conventions of cultured society and the tradition of HBA.

#### The Principle of Good Citizenship

I will at all times be loyal to the school and its policies.  
I will respect the property of the school and all persons, including the administration, faculty, staff, and students.

Students are expected to display proper respect for teachers, substitute teachers, teacher assistants, other staff members, classmates, and school property. Those who display these positive attributes of “good citizenship” gain respect and recognition through the Eagle Scholar Program, based on these guidelines:

- E** Each person will be respected
- A** Always show courtesy
- G** Give of yourself; place others first
- L** Love as Christ loves
- E** Everyone is responsible for self, others, and property

To help elementary students understand how their behavior shows respect, courtesy, and responsibility, here are some general policies:

*Make your speech and actions acceptable to others.* Avoid words or making gestures that cause unwanted or unwelcome behavior regarding gender, race, religion, lifestyle, or background.

*Be proud of your school.* Respect school grounds by keeping them free of litter and graffiti. Always walk quietly on the right side and in single file. Keep doorways, stairways and other common areas clear before and after school and during recess. Students may not chew gum on campus, and they must never throw anything off the lanais. For safety, do not lean over the railings and lanai walls. Hold railings when using the stairs. No running, skipping, jumping up/down stairs. Carry backpacks properly.

Unless accompanied by an adult, students should not be near the stream, in the garden-area behind the music building and cafeteria, around the condominium and its parking area, in maintenance rooms, in the school parking lot and areas designated by red lines, in the third floor offices, in the auditorium, or in the chapel.

Respect areas where people are working by being quiet around offices and other classrooms, and when walking to and from classrooms and the chapel. When it is necessary to go to the office, ask a teacher for permission. Use a hall pass during class when going to other places on campus.

## Special Situations

**Before School**—In the morning, students should go immediately to the cafeteria or waiting shed and refrain from playing with balls, running, and screaming. At 7:30 a.m., grades K-3 may go to their rooms. If the classroom door is closed, students should leave their bags against the wall and return to the playground. Grades 4-6 are not allowed upstairs until after flag-raising. All students are to be at their designated areas for flag-raising at 7:50 a.m.

**After School**—Students should go directly to the area designated for their pickup. They should be on time and have bags, books, and other possessions ready to go. At the waiting shed, students must sit behind the painted line. On the Bates Street side, the large doorway should be kept clear of bags, books and other possessions. If asked to stay after school, students should notify the people who are picking them up of the delay. Any student not picked up by 3:00 p.m. will be taken to the After School Enrichment Program.

**City Buses**—Students should walk directly to the bus stop, watching out for cars and respecting other people and their property. They must be sure to use the crosswalk when crossing

the street and refrain from playing, climbing on the stone walls, or engaging in other behavior which might be hazardous to themselves or others.

**Cafeteria**—Students should talk quietly and not play, hang or swing on the tray rail while in the cafeteria. Those who bring home lunches should provide their own straws, napkins, forks, spoons, etc. They should dispose of all trash and food in the proper containers and stack trays neatly. Students should clear the area when directed to do so by the teacher or teacher assistant on duty. Students are to order only for themselves at the snack bar window.

**Chapel**—Students should remember to respect God’s house by keeping it clean, by sitting reverently and quietly in the pews or chairs, and, when appropriate, by being an active listener and participant in the chapel program.

**Computer Use**—Inappropriate use of computers and inappropriate information obtained from computer use may result in disciplinary measures by the teacher and/or principal.

**Flag Ceremony**—Everyone should go to the designated area and line up quickly when the bell rings each school morning. Please show respect and reverence during the flag raising, Pledge of Allegiance, and prayer. (Remember to remove hats or caps.)

**Hallway/Stairs**—No eating on these places.

**Restrooms**—Everyone should do his or her part to keep the restrooms clean, fresh and tidy. Please economize when using water, soap and paper towels. Restrooms are not to be used as a gathering place; no playing or screaming. Balls should be left outside.

**Playground**—Designated playground areas are the basketball court, upper court, lower court, and kindergarten playground. If it is raining, students should stay under covered areas and out of muddy or wet areas. Please wear appropriate athletic or rubber shoes for the various activities and climbing equipment. To avoid spilling and slipping, students should finish snacks and drinks before playing on equipment. After playground activities, please line up quickly when the bells ring. Students should finish snacks and drinks at the end of recess.

The upper playground is for basketballs, volleyballs, Nerfballs and other soft playground balls. Football and soccer are played on the lower court.

Showing respect for one another and property on the playground is very important. Students should take turns using equipment, use equipment only as it was intended to be used, take care to avoid injury to themselves or others, avoid excessive roughness such as pushing and shoving, and immediately obey adults’ instructions and decisions.

## PLAYGROUND RULES

### *Boundaries*

1. Play on the designated playground areas:
  - a. Basketball court
  - b. Upper court (driveway)
  - c. Lower court (grassy area also)
  - d. Kindergarten playground
2. Do not play around the music building or the end of the Ewa wing of the main building, or the area in front of the auditorium doors on the lower level.

### *General*

1. Go directly to the playground at recess or to the snack bar, then to the playground.
2. If there is no teacher/TA on duty, go to a playground area where there is a teacher/TA on duty or go to your classroom.
3. Shoes must be worn during recess time.
4. Use only the “recess bathrooms” at the back of the auditorium
5. If it’s raining hard or it’s very windy, play inside. Stay out of muddy or wet areas.
6. Wear athletic shoes or rubber shoes for climbing equipment. Finish snacks and drinks before playing on equipment to avoid slipping.
7. Do not play on the equipment if it is wet.
8. Upper playground--basketballs, volleyballs, Nerfballs and other soft playground balls allowed. Lower court and grassy area--footballs, soccerballs, and other like balls allowed. Football and soccer played on lower court.
9. Line up immediately after the bell rings. Wait quietly in line until dismissed.
10. Walk in a straight, single file line back to class.
11. Be courteous to people visiting the campus.

### *Prohibited*

1. Yelling, teasing and all forms of harassment.
2. Wrestling holds and/or moves.
3. Drinking water at the fountains after the line-up bell has sounded.
4. Hard, plastic Frisbees, hard balls, wooden bats.
5. Playing with any item for keeps.
6. Running down the driveway to retrieve balls or other equipment.
7. Climbing and/or hanging from trees, fence posts, support poles, iron and/or fence gates, building ledges and pipes.
8. Playing with the emergency bell and fire extinguishers.
9. Kicking, playing with, throwing, picking and digging dirt, rocks, sticks/wooden chips, fallen fruit/seeds/pods or other like or dangerous items.
10. Playing by the bushes lining the driveway and between the flagpole and blacktop.
11. Throwing any objects off lanais.
12. Ball playing on lanais or in rooms.

## Field Trips

Students are representing HBA when off campus and are asked to conduct themselves according to these guidelines: Students are to remember instructions given before and during field trips; while on the bus, keep hands and head inside; talk quietly and stay in your seat; do not tamper with the bus or any of its equipment; in case of road emergency, remain in the bus unless directed to do otherwise by the driver; keep aisles clear; do not throw anything out of the window; obey the driver; stay seated until instructed to exit the bus; and no eating or drinking please.

Consequences—Repair costs to any part of a damaged bus will be charged to the offender. Students who misbehave on a field trip may not be allowed to participate in the next field trip. (See also “Field Trips,” page 21.)

## Consequences of Misbehavior

In the event that students are tardy or misbehave in class, they will remain after school on the day of the occurrence for counseling with the teacher. The amount of time to remain after school will be determined by the cooperation of the student, and hopefully will be no longer than 15 minutes. For one written notice of tardiness or misbehavior, the student will report to the teacher directly concerned. For two written notices in a day, the student will report to the first teacher concerned, notifying the second of his or her whereabouts.

For three or more written notices in a day, the student will report to the principal and/or counselor for counseling.

A written report of the misbehavior is sent to the parents through the child to be signed and returned. Students receiving four notices in any given quarter will report to the principal. The principal may call the parents and/or student for a conference. The consequence for misbehavior may be detention, behavior probation, suspension or dismissal.

Students on suspension receive a “zero” on any/all work due on the day(s) suspended.

The principal reserves the right to review any/all student behavior records at any time during the school year to determine if consequences and/or behavior probation is warranted.

## Behavior in Going to Other Classes

Responsible behavior is expected of all children who move from one classroom to another for certain subject lessons. In order to avoid misunderstanding, some additional rules are given below.

- When students arrive at the next class, they should wait outside the room quietly and form a straight line.
- Students who do not arrive at the next class within five minutes will be considered tardy.

## Prohibited Behavior

Certain behavior is prohibited, and the consequences are serious. These involve the health and safety of all our students.

**Fighting, Insubordination and Use of Fireworks**—Fighting, insubordination, and use of fireworks are prohibited and may be grounds for suspension or dismissal. The principal has the right to suspend any student before or after a conference with the parents.

**Smoking, Drinking and Drugs**—Use or possession of alcoholic beverages, tobacco in any form, or drugs on campus

or at any school function is forbidden. This is effective before school, at lunch time, and after school. It includes travel time to and from school functions. Violation of this rule may result in dismissal.

**Vandalism/Theft/School Property**—Books, desks, instructional aids, playground equipment, and buildings are for students’ proper use. A fee will be required for willful damage and/or damage due to the neglect and disobedience of rules and regulations of the school. Vandalism and theft can be causes for suspension or dismissal. The principal has the right to suspend any student before or after a conference with the parents.

**Gambling**—Card playing objects used to denote anything of value is prohibited (e.g., poker chips, coins, or objects carrying any perceived value).

**Items Not Allowed at School**—Student cell phones, radios, CD or mp3 players, video games, skateboards, martial arts weapons (such as ninja stars), skates, recording devices, fantasy and magic cards (i.e. Magic, Pokemon, etc.), Bey Blade tops, Bakugan toys, knives or other sharp or pointed objects, guns, rubber daggers, hand cuffs, nails, matches, lighters, firecrackers, sparklers and similar toys (e.g., Star Wars toys that shoot projectiles) or objects are not allowed at school. **Note: Student cell phone use is not allowed on campus.**

## Behavior Probation

The principal has the discretion and authority to place a student on behavior probation after reviewing his or her behavior records. A student on behavior probation is prohibited from participating in or trying out for all HBA extra-curricular activities, such as after school sports, JPO, Student Council, and Choir. If they are put on behavioral probation, or need to serve detention for misbehavior while they are involved in after school activities, they shall be suspended from those activities. The advisor or coach reserves the right to suspend students at any time due to behavior that is contrary to that which is stated in the Student Handbook.

**Athletics**—Athletes that display inappropriate behavior will be disciplined through consequences that may include suspension and/or dismissal from the team. The coach will make and keep copies of all correspondence. After the season, the correspondence will be given to the office to be placed in the athlete’s file.

**Choir**—Choir members are expected to behave in an acceptable manner at all times. If a student displays unacceptable behavior during choir rehearsals/events, it may lead to possible dismissal from the choir program.

## Harassment

The school is committed to creating a challenging environment in which young people can develop the requisite confidence to enable them to become critical thinkers and socially responsible citizens of the world. Teachers at the school are responsible for fostering this atmosphere in their classrooms and in all school programs and are expected to exhibit the highest degree of professionalism while guiding students in their academic, personal and physical development.

Harassment consists of derogatory, abusive, threatening or intimidating utterances and/or behaviors, and include (but are not limited to) references to one’s race, ethnicity, national origin, color, ancestry, religion, sex, disability, sexual orientation or

other protected attributes of another person. These, and related acts, will not be tolerated by HBA.

Any student who feels he or she has been subjected to discrimination or harassment may contact a teacher or the counselor immediately. A confidential investigation will promptly be conducted on the matter.

## Internet Acceptable Use Policy

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The purpose of the Internet's use at HBA is educational. It is essential that everyone who uses HBA's Internet connection understand that purpose. This purpose remains the same for Internet access on school owned computers used in the labs and classrooms and as well as personally owned computers connected to HBA's network via wire, WiFi, and/or other wireless technologies. The most important prerequisite for someone's receiving Internet access is that he or she takes full responsibility for his or her actions. HBA will not be liable for the actions of anyone connecting to the Internet through this hook-up; all users shall assume full liability—legal, financial or otherwise—for their actions.

HBA makes no guarantee, implied or otherwise, regarding the reliability of the data or data-connection. HBA shall not be liable for any loss or corruption of data resulting while using the Internet connection.

No user shall use this Internet link to perform any act that may be construed as illegal or unethical, including the use of the link to gain unauthorized access to other systems on the network.

HBA strongly condemns the illegal distribution of software, otherwise known as pirating. Any students caught transferring such files through the Internet may have their access permanently revoked. In addition, all users should be aware that software piracy is a federal offense and is punishable by fine or imprisonment. HBA takes no responsibility for any information or materials that are transferred through the Internet.

HBA reserves the right to examine all data stored in the machines involved in the Internet link to make sure that all users are in compliance with these regulations, and reserves the right to change these rules at any time without notice.

Finally, all users should keep in mind that when they use the Internet, they are entering a global community, and any actions taken by them will reflect upon the Hawaii Baptist Academy family as a whole. As such, all users must behave in an ethical and legal manner. Conduct that violates this policy includes but is not limited to the following activities:

- Sending or displaying offensive messages, pictures, audio or video files
- Violating copyright laws
- Using obscene language
- Using or changing another's user name and/or password
- Changing a school issued password
- Entering into another student's folders or files without authorization
- Intentionally wasting resources
- Employing the network for commercial purposes
- Using or representing the school name, reputation, facilities, or staff names without appropriate authorization
- Sending unsolicited email messages including "junk mail" or other advertising material to individuals who did not specifically request such material (email spam)
- Any form of harassment via email, chat, instant messaging,

telephone, or paging, whether through language, frequency, or size of messages

- Unauthorized use or forging of email header information
- Solicitation of email for any other email address other than that of the poster's account with the intent to harass or to collect replies
- Creating or forwarding "chain letters" or other "pyramid" schemes of any type to or from HBA email accounts. (Contact technology services if you receive email regarding viruses before forwarding it to other users.)
- Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam)

## Internet Operating Agreement

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By signing the "Agreement to Follow the HBA Student Handbook" found in the front of this catalogue-handbook, students and parents agree to abide by the following rules, and agree to accept all financial and legal liabilities which may result from use of the HBA Internet connection.

I agree that the use of the Internet is a privilege, not a right. I accept that inappropriate behavior (examples of which have been stated above) may lead to penalties including revoking of account, disciplinary action, and/or legal action. I agree not to participate in the transfer of inappropriate or illegal materials through the HBA Internet connection. I realize that in some cases, the transfer of such material may result in legal action against me.

I also realize that the purpose of the HBA Internet connection is educational. Thus, I agree not to use it for non-educational related purposes, such as chatting and non-course related email and surfing.

I allow HBA to collect the information I provide through HBA owned and operated websites. I understand that HBA will not sell, rent or share this information to a third party.

I release HBA and all other organizations related to the HBA Internet connection from any liability or damages that may result from the use of the Internet connection. In addition, I will accept full responsibility and liability for the results of my actions with regards to the use of the Internet. I release the school and related organizations from any liability relating to consequences resulting from my use of the Internet.

## Invitations, Goody Bags, and Halloween

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Children are allowed to distribute invitations to parties, etc. only if the entire class is invited.

HBA recommends that goody bags be kept to a minimum. The teacher may impose certain restrictions on the occasions when goody bags are appropriate. HBA also recommends that candies and sweets be kept to a minimum. Suggestions for goody bags are school supplies, dried fruits and veggies, donating a book to the school library, and making a donation to charity.

All school activities reflect Christian values. HBA does not observe Halloween. Please refrain from sending goody bags and treats with Halloween decor, graphics, and memorabilia.

## Permission for Use of Likeness

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Photographs, slides, film, video, digital photos and other visuals of students, faculty, staff and administration are taken on campus and at HBA activities throughout the year. Some of these are subsequently used by the school in publications, promotional materials, and electronic media. By signing the Agreement to Follow the Student Handbook in the front of this catalogue-handbook, students and parents give permission for their likenesses and names to be used in this manner.

## Personal Property

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Parents are requested to mark their children's belongings and all supplies with proper identification. Students are responsible for approved toys brought to school. We do not encourage students to bring expensive toys to school.

## Selling Items at School

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Children are not allowed to sell items at school without the permission of the principal.

## Honors and Awards

### Grades 5 and 6

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These students are given awards at an awards assembly held before the sixth grade graduation at the end of the year. The following certificates are given: Academic, art, Bible memory verses, Geography Bee, HBA Chronicle, Junior Police Officer, physical fitness, music, National Olympiad (in science, math, language arts, social studies), Science Fair, speech festival, sports, and student council.

### Eagle Scholar Program

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Academic excellence and good citizenship are recognized quarterly through the Eagle Scholar Program, sponsored by the Parent Teacher Fellowship (PTF).

**Soaring Eagles**—Students in grades 3-6 who achieve straight A's in reading, English, science, math, social studies, and spelling/vocabulary, and who receive no U's for the quarter, receive a gift and a certificate.

**Challenger's Roll**—Students in grades 5 and 6 who achieve at least two A's, two B's, and average an A-, and no U's in a quarter, are also recognized with a gift and a certificate.

Students in grades 5 and 6 who achieve Soaring Eagle or Challenger's Roll status in a quarter are recognized during an assembly.

### Graduation

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HBA honors sixth graders with a program during the last week of school. In addition to diplomas, the following awards are given:

Academic, All-around, Art, Athletic, Citizenship, Enrollment since kindergarten, JOY (Jesus first, Others second, Yourself last), Eagle Choir, vocal music, and President's Education Award. Those sixth graders who receive the highest scores in the language arts, mathematics, science, and social studies National Olympiads are given medals.

# Academics

## Class Size

Kindergarten (3 classes-16 each) . . . . .	48
Grade 1 (2 classes-22 each) . . . . .	44
Grade 2 (2 classes-24 each) . . . . .	48
Grade 3 (2 classes-24 each) . . . . .	48
Grade 4-6 (3 classes-24 each) . . . . .	72

## Class Division

At the end of each school year, homeroom teachers develop recommended class divisions for the following school year based on each student’s academic and behavior performance. These class divisions are reviewed by the counselor and administration. Parent requests for specific teachers are not accepted.

## Curriculum Overview

The program of study in all the elementary grades includes Bible, reading, phonics, spelling, handwriting, language (oral and written), math, social studies, science (which includes health education, drug education and sex education for grades 5 and 6), art, music, computer, library science, and physical education.

HBA elementary school has a self-contained classroom structure for kindergarten through grade 3 and a modified team-teaching approach in grades 4, 5 and 6.

## Special Subjects Curriculum

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### Art

Students explore art through designing 2-dimensional and 3-dimensional works. The projects assigned allow students to display their creativity through the use of different techniques and varying media. Art is offered one day a week and art activities are incorporated into other subjects.

The Art curriculum teaches the use of form in sculpture projects. Kindergarten-3rd grade use Model Magic for sculpture projects and the 4th-6th Grade use ceramic clay. Two-dimensional projects include acrylic painting, collage, drawings with crayons, colored and graphite pencils, water color paintings and sumi brush paintings. There is at least one project that allows students the opportunity to express themselves individually.

An Art Show in May displays at least one work from each student. All students take a tour of the Art Show during the school day and parents are invited to view the show.

### Computer Science

The computer science program includes all grades using Apple computers. Each homeroom has computer class once a week throughout the year. Classes are integrated with academic subjects when possible. Internet education is included for students in grades 2-6, with more thorough information as students get older. Internet use is supervised for all grades and is used

in grades 1-6 as needed. Students in grades 4-6 must have an Internet license to use the Internet at HBA. This license is given during computer class after satisfactory completion of Internet skill review. If the Internet is not used appropriately, the license can be taken by a teacher for a time to be determined.

Students in grades K-2 attends computer classes in half-class groups, with the other half of the class working in their homeroom. In computer class the students use Kid Pix and MicroWorlds Jr. for drawing and simple word processing, Microsoft Word for word processing, Excel to create graphs, and PowerPoint for slideshows, Type to Learn, Jr. to learn keyboard letter locations, and I Spy and MicroWorlds, Jr. to build critical thinking skills.

Students in grades 3-6 use Microsoft Word, PowerPoint and Excel for word processing, presentations, and spreadsheets. Other programs in use include MicroWorldsEX, a logo programming program, to develop critical thinking, The Crystal Rain Forest and Kid Pix for drawing skills and projects. Type to Learn 4 is used for keyboarding skills and each grade level has set criteria for accuracy and speed. *At the completion of sixth grade, students are tested to determine keyboarding classes needed for seventh grade.*

Other activities available in the computer lab include Computer Explorers for grades 1-6 and newspaper staff of “The HBA Chronicle” for grades 5-6. Computer Explorers is offered to grades 1-6 during one lunch recess of the week. This is a time for students to explore programs that are usually not used during class time. The newspaper staff is voluntary for interested students in grades 5 and 6. Students meet with teachers to gather the news; then they write the news articles and type them in the computer lab. Students work on about six newspaper issues a year.

### Library Science

The library program seeks to cultivate literacy at all stages. Students are coached in various aspects of literacy, from accessing materials to simple comprehension, from textual analysis to oral interpretation, from Internet searching to resource evaluation. Students visit the library once every six days to borrow books and hone their information literacy skills. The librarian collaborates with classroom teachers to plan lessons and teach skills necessary for completing classroom assignments and accomplishing grade level objectives. (See also page 7, “Library.”)

### Music

**Choral**—Students in all grades are led to understand basic rhythmic patterns and elements of music and are encouraged to participate in and enjoy various musical experiences. All grades attend music classes each week. Theory is a part of the choral music training. The Kodaly system of music is introduced. Choral Choir is offered as an elective for grades 4, 5, and 6.

**Performance**—Major performances for students are the bi-annual Christmas Musical (K-3), the annual Eagle Choir (4th-6th) Christmas and Spring Concerts, and Eagle Choir community and church performances throughout the year.

## Physical Education

Each student has Physical Education class twice a week. Students in grades K-3 have 30-minute classes and students in grades 4-6 have 40-minute classes. The goal of the PE program is to develop new movement forms, an active lifestyle, proper social behavior, and fitness. In grades K-3 this is accomplished through tag games, parachute play, gymnastics, scooter boards, jump ropes, and hula hoops. In every activity the goal is maximum participation and fun for every student. In grades 4-6 the focus is more on team sports such as basketball, volleyball, hockey, flag football, soccer, team handball, ultimate Frisbee, and tee ball. Students in grades 4-6 also participate in the Presidential Fitness test, which measures a student's muscular strength, muscular endurance, flexibility, agility, and cardiovascular fitness. Students are not graded on their fitness score, but it is used as tool to educate students about achieving and maintaining a health enhancing level of physical fitness.

## Core Grade Level Curriculum

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### Bible

The Bible curriculum in grades K-6 includes the study of characters in the Old and New Testaments. The special focus is on Jesus Christ, our Lord and Savior. The students are required to memorize Bible verses.

Chapel services are held once a week for all grades to further help the children understand the Word of God. Special chapel services are held at the beginning and end of the school year, and at Christmas, Easter, and Thanksgiving. In chapel services, students may assist in the worship experiences.

Once a year, one week is set aside for Christian Emphasis Week. During this time, students experience such activities as Bible games, drama, movies or video, singing, and listening to speakers. This program reinforces the daily Bible lessons held in the classrooms. Students in grades 3-6 are given the opportunity to make the decision to accept Christ as Lord and Savior.

### Kindergarten

**Bible** – The curriculum used is “Learning About God” by Positive Action for Christ. It includes Bible lessons from the Old and New Testament. New International Version of the Bible is used with the “Learning About God” activity workbook, large Bible story pictures, and character building stories to help students understand what it means to have a friendship with Jesus.

**Language Arts** - The goal of the Language Arts curriculum is to strengthen oral communication and guide the transition from oral to written communication. The curriculum is thoroughly integrated with other subject areas as the students use both oral and written communication to express and record what they are learning. The Language Arts curriculum is phonics based and integrates whole language instruction and authentic literary experiences. The SRA Imagine It! reading materials are used, which utilize flashcards and sound/picture cards. The “Pickled Peppers” big book, First Step Stories, “Willy the Wisher” Thinking Kit, and individual student readers are also included in the curriculum. Supplementing the curriculum are Educator’s Publishing Service, Primary Phonics student workbooks, reading comprehension workbooks, and individual readers.

**Handwriting** - Handwriting is taught using the Zaner-Bloser manuscript with the Kindergarten Word Attack Course (K-WAC) that reinforces both phonemic awareness and phonics skills. Vowel Oriented Word Attack Course (VoWac) is another tool used to help students identify different vowel sounds in words. Students also keep individual writing journals.

**Math** – The curriculum we use is “Everyday Math” by the University of Chicago School Mathematics Project. The curriculum is organized into six content strands which include: Operations and Computation, Numeration, Patterns and Functions, Data and Chance, Measurement and Geometry. Students are involved in using a variety of games and math manipulatives as well as Cuisenaire Rods. The students will learn the content strands through daily routines that take place in the classroom. For example: lining up in number order or in a pattern, reading the calendar, recording the weather, counting the days of school, using graphing charts, sorting by color and shapes, etc. The content strands spiral throughout the year to allow the students to recall to their early knowledge and build upon what they have learned. Our Everyday Math curriculum allows the teachers to integrate math skills with Language Arts, Science, and Social Studies.

**Science** - The science curriculum is called “Science” by Scott Foresman. The big book “Wind” by Open Court Publishing Company is also used. This curriculum includes hands-on tools and a large colorful flip chart for theme units. The units are: animals, living and non-living, senses, spiders, seasons, weather, human body, solar system, wind, plants, and sea life. Students also do arts and crafts projects that are integrated with Language Arts. Some of the units studied are enriched by cooking or food activities, field trips, and/or classroom career presentations by parents. Parents have an opportunity to volunteer their time and energy during these fun activities.

**Social Studies** – The social studies curriculum is called “My World” by Houghton Mifflin. The big books “School” and “Making Friends” by Open Court Publishing Company are used to supplement the themes in the program. This curriculum includes hands-on tools and a large colorful flip chart for these theme units: Self, family, school, community helpers, home, colonial home life, celebration of holidays, friends, transportation, and U.S. leaders. Students also do arts and crafts projects that are integrated with Language Arts. Some of the units studied are enriched by cooking or food activities, field trips, and/or classroom career presentations by parents. Parents have an opportunity to volunteer their time and energy during these fun activities.

**Cooking Activities** – There is at least one cooking activity per month usually centering around the holidays. Cooking activities serve as an additional opportunity to help students see how Language Arts, Math, and Science can be integrated into a fun activity. Parents have an opportunity to volunteer their time and energy during these fun activities.

**Excursions** - Excursions are scheduled in conjunction with the unit being studied. The purpose of the excursion is to help students see in real life what they learn in the classroom and how it relates to the world around them. Parents have an opportunity to volunteer their time and energy during these fun activities.

## Grade 1

**Bible** - Encouraging a love for God is the focus of our Bible curriculum in the First Grade. Biblical Choices for a New Generation introduces the students to God our creator and culminates with some of the miracles of Jesus. Bible is taught thru stories and discussions. The students are also taught a weekly bible verse and encouraged to apply it in their everyday lives.

**Handwriting** - Manuscript writing is taught in the first grade through the concepts "top to bottom" and "left to right". Students are evaluated on alignment, slant, size, shape and spacing. Bible verses used in handwriting provide practice as well as character development.

**Spelling** - Spelling makes more sense with the VoWac curriculum used in the first grade. "Clover marking" covers six commonly used syllables. It also introduces common rules that will help make spelling easier to the child.

**English** - C.U.P.S. (capitalization, upper case letters in the beginning of a sentence, punctuation marks, spelling) is an important teaching tool as students are taught how to write a sentence that makes sense. Nouns, verbs and adjectives also become vital as the children write sentences and progress to paragraphs. Journals will be a memorable keepsake at the end of each year as the students will write and draw in one on a regular basis.

**Reading** - Encouraging the love of books and reading is the primary focus of our First Grade curriculum. The SRA Imagine It! reading curriculum implements a phonetic approach to reading while introducing the students to various types of literature. As their reading skills grow, the students choose books from the classroom library that match their interests and are a "just right" book that is at their independent reading level. They enjoy exploring many books independently during their first grade year and they keep records of the books that they have read to encourage both wide reading and completion of a book.

**Math** - Everyday Math is the curriculum used in the first grade. This program incorporates the use of manipulatives such as Cuisenaire rods, base ten blocks, coins, number cards etc. and relevant and fun games to introduce different ways of approaching computation and problem solving.

Various skills are taught through the curriculum such as using a number line to develop counting routines, tally marks to reinforce counting by 1's, 2's, 5's and 10's, using a ruler to measure by centimeters and inches, reading time in hours and minutes and calculating the values of pennies, nickels, dimes and quarters.

Skills learned throughout the year are reinforced through "everyday" activities such as measuring a pumpkin and estimating/counting its number of seeds, cooking lumpia using fractions, searching a shopping mall for geometric shapes and calculating a mini golf score.

**Science** - God's wonderful creation is explored through our science curriculum. Simple machines are tinkered with as children learn what "work" is and how it can be made easier with a machine.

The unit on plants is exciting as the students actually garden with an expert and harvest fruit such as watermelons, a variety of vegetables and perhaps even sunflowers. Hatching chicks highlight our unit on animals as students observe, predict and record what they see happening before their eyes. We also study what a rain forest is, the human body and the solar system.

**Social Studies** - Social Studies in the First Grade is broken down into five units; People Everywhere, Where We Live, World of Work, Everything Changes and Good Citizens. Throughout these units, the children are learning that they are a part of a family, a community and the world. Learning takes place thru class discussions, group work and projects. Our main focus for Social Studies is being a part of a community which plays an integral part of our First Grade Open House.

## Grade 2

**Bible** - Bible is such an exciting adventure. During Bible we will learn how to live this life from the Word of God. Second graders will start off the year with an in-depth look at the fascinating life of Moses and the treasured 10 Commandments. The meaning of the commandments is a big focus for our students. Relating our lives to the lives of the Israelites and Moses will also be explored.

In the second quarter the students will learn about the Good New of Jesus and the salvation plan He has for all of us. They will also experience the importance of worshipping God and various ways one can show an expression of worship. We will also look at how our holidays revolve around events that took place in Christian history. In the 3rd and 4th quarters we will learn about the Armor of God and how everyone can get their own armor. They will also learn how to embrace and get through tough times in their lives and of course we will focus on the life of Jesus and his disciples. Bible is a valuable time here at HBA. It is the time where we learn together as a family, how to enjoy life with our Heavenly Father and how to spread joy here on earth.

**Handwriting** - Although print has been introduced to the children by the time they hit 2nd grade at HBA, they will have half a year to review and sharpen their manual script skills.

In the second half of the year the children will then be introduced to cursive writing. The curriculum we use to teach handwriting is called "A Reason for Handwriting." This curriculum allows children to practice their letters in a practical way. They will learn the formation of the letters then they will learn to put the letters together to make words. The last step in the process is to put the words together to make sentences. The sentences used to practice their handwriting are verses in the Bible. These verse will also be used to teach various life lessons. God creates everything for a reason even Handwriting. Without the gift of letters, words, and sentences, we would not be able to communicate God's love to our families, friends and to the world.

**English** - The children will expand and explore their writing skills and talents. In the second grade the children will begin the year by learning how to web, using a graphic organizer to organize thoughts and ideas, identify main ideas, identify and create supporting details. They will then move into the learning the writing process of 2nd grade, which is: Pre-Writing, First

Draft, Edit/Proofreading, and Final Product. They will also be introduced to various traits of writing. A few of the traits that the second graders will focus on are conventions and layout, ideas, organization, and sentence fluency. They will also learn about story writing. They will then put their story writing skill into practice by making a picture storybook.

In second grade, poetry will come alive in their lives as they learn about poetry by reading, writing and reciting poems. The type of poems they will specifically be studying are haikus and cinquains. The children will also practice letter writing, express their creative minds through various creative writing pieces and finally they will also learn to write reports to develop their skills in non-fiction writing.

**Reading** - The emphasis of reading shifts from decoding to expanding comprehension skills. Through read-alouds, group, and independent reading of fiction and nonfiction texts, children will learn a variety of strategies to increase comprehension of text. To develop their reading and speaking vocabularies, children will learn word-solving strategies, which include: using context clues, dictionaries, and glossaries. They will also learn text-solving strategies which include: summarizing, making connections, inferring, analyzing, and evaluating text.

**Word Study** - Word study focuses on the instruction of phonics, spelling, word recognition, and vocabulary. In second grade, word study consists of learning activities that require children to examine and make critical judgments about speech sounds, word structures, spelling patterns, and meanings.

The VoWac (Vowel Oriented Word Attack Course) curriculum is implemented in second grade to help children further develop phonics, spelling, and word recognition skills. VoWac does not encourage memorization of spelling words, rather, the goal of is to teach children skills and strategies to be successful spellers through a variety of audio, visual, and hands-on activities.

**Math** - Everyday Mathematics is the implemented math curriculum in second grade. In this curriculum, children are actively engaged in learning basic math skills in meaningful contexts so that the mathematics becomes 'real'.

The following concepts and skills will be covered:

- Basic addition/ subtraction facts
- Place Value, Money, and Time
- 2 and 3 digit addition and subtraction
- Geometry
- Multiplication/ division
- Number patterns and rules
- Fractions
- Measurements
- Decimals
- Problem-solving strategies

Speed tests will be given throughout the year to help children master their basic addition subtraction and multiplication facts. Mastering math facts play an vital role is your child's success as he/she progresses to higher levels of math.

**Science** - Practicing the skills of a scientist, the children will learn to make observations, compare, make a model, classify, infer, predict, investigate and draw conclusions. They will also discover how science and the Bible fit together.

We will unearth several interesting areas of science. During our plant unit the children will discover the many uses of a plant. A concentrated focus on the corn/popcorn plant will help the children realize how useful plants can be. They will also learn to make a computer slideshow based on the information they acquire during this unit.

During our animal and dinosaur unit the children will make models and practice report writing skills. After the reports are written the children will also be given the opportunity to practice their public speaking skills by giving oral reports on their discoveries.

Other units being covered during this year are the Wonders of electricity, Light, Weather, Magnets, Stars and Planets, and the 3 states of Matter, which are solid, liquid and gas.

Children will also learn the scientific process as they perform various types of experiments. They will learn from each other as well as from their own research, discoveries, experiments and class discussions.

**Social Studies** - In second grade, we begin the school year learning about being a responsible citizen. In this unit, the student's will learn about the importance of having and enforcing laws and how to resolve conflict.

The students will also continue to develop their map skills as they analyze and construct various types of maps in class. They will learn about global address as they locate communities, cities, state, countries, and continents.

Children will take a closer look at their families as they complete a heritage project. In this unit the students will develop research skills as they learn about the immigration process and about how America became a country of many different cultures. Finally, the children will learn about the contributions of various cultures that shape American culture and ways of living.

The children will also learn about the American economic system. They will learn about consumers and produces in an earning and spending project. The children will earn income at home by providing services for their families. Finally, they will practice being consumers as they make choices about how they will spend their income.

## Grade 3

**Bible** - The Bible curriculum is all about making good choices. Third graders learn that the Bible of full of examples of people who have made good and bad choices, and that God gives us the freedom to make many choices in our lives. During the first quarter students review the Godly heroes that they learned about in second grade. People such as Deborah, Ruth, and Samuel provide amazing examples of how God has used people who choose to serve Him to do great things.

During the second quarter the students focus in on two men in particular. Saul and David are compared and contrasted and students learn that God is concerned with our availability more than our abilities.

The third and fourth quarters are devoted to reflecting on the life of Jesus. The students explore His life from birth until His death on the cross, continuing on until his ascension into Heaven. They even make their own "Road to the Cross" maps to illustrate this journey that Jesus took throughout his life on Earth. The year concludes with a look at how the disciples were given the great commission and began to spread the news of Jesus. The students are challenged to relate this calling to their

own lives and to explore the many ways that God can use them if they are willing.

**Language Arts** - The SRA *Imagine It!* reading curriculum allows students to experience different genres such as biography, fairy tales, poetry, and realistic fiction, as well as a variety of thematic units.

Students are required to read silently every day, class and group reading circles occur weekly and occasionally students read individually to the teacher. Shared reading gives students an opportunity to express their ideas and feelings about books. Choral reading, echo reading and peer reading help students to gain confidence in reading aloud.

Making connections to the stories and writing personal responses are routine experiences. Students do journal writing, participate in a book parade, write summaries, and write to pencil pals. Comprehension and word study are a few of the topics covered in the third grade curriculum. Spelling words are lifted from the various stories and grouped to teach spelling patterns. The handwriting curriculum encourages the students to write legibly and form cursive letters properly.

**Math** - Students are challenged to continually relate their learning in math to the world around them through the Everyday Mathematics program. They begin the year by going on a "Numbers Hunt" and viewing a "Math Museum" to discover the ways that math is all around us. The "Length of Day Project" encourages students to collect data and calculate the number of daylight hours. Additionally, automaticity of basic number facts and mental math skills are also developed. Determining the exact cost of items and solving number stories further encourage the idea that math is applicable to everyday life.

A variety of hands on tools are used to make learning concepts concrete. Base ten blocks are used to teach about place value. Rulers and other tools are used to teach measurement of two and three-dimensional shapes, including circumference and diameter. Students also investigate how to estimate distances with a map scale. Knowledge of geometry is acquired when students constructed a variety of triangles, quadrilaterals, and three-dimensional shapes.

**Social Studies** - Students have the opportunity to explore the United States. The students begin their expedition by learning the names of all fifty states and capitals, aided by a series of acronyms and songs. Starting in September, each student also begins research on a selected state. They gather information on their state, create maps with the aid of technology, and create a display that demonstrates all that is important and unique about their state. Additionally, students make a "Flat Stanley" version of themselves to send out on a real trip. When they return these "Stanleys" report back to the students about the places they have traveled. The culmination of this unit is the third grade open house where students sing patriotic songs and each student shares what they have learned about our country. They then lead their parents around an imaginary tour of the United States by viewing projects and sampling food from all fifty states.

Economics is taught in a very hands on manner in conjunction with a "Money" unit in Reading. Students view the subject through the perspective of a consumer, learning about opportunity cost, budgeting, and economic wants. Then, they take on the perspective of the producer and small groups create real-world businesses for our "Mini Market" event, in which

other students in the school are invited to buy products. The profits from this event are then donated to a charity that the students help to select.

Additionally, students identify various types of communities and connect these concepts to the places where they live. In learning about America's early communities, four Native American tribes are spotlighted and students are able to compare their diverse ways of adapting to the environment. Students also examine various aspects of government.

Map skills, the use of graphic organizers, and reading strategies are integrated into every topic that is taught.

**Science** - The students are challenged to observe, experiment and problem solve using the science process. They cultivate vegetables and observe life cycles of animals in "Looking at Plants and Animals" unit. Before the students embark on an excursion to the wetland or aquarium, they illustrate food webs, research about endangered Hawaiian animals, and study ecosystems. Conservation is an emphasis in the third grade. Through the year the budding scientists, make predictions, interpret data, discover new ideas, and draw conclusions.

## Grade 4

**Bible** - "The God of History" is the primary theme for fourth grade Bible. During the first quarter, lessons are devoted to the life of King Solomon and how his choices (good or bad) affected his kingdom during his lifetime and after his death. The remaining lessons examine the prophets such as Elijah and Jonah, and how their lives and messages are relevant to us today.

During the second quarter, as they continue the study of major and minor prophets, students will see the drastic result of disobedient lives as well as the contrasting blessing that comes when we glorify God in our lives.

During the third and fourth quarters, the Bible lessons shift to a study of the New Testament. Here we learn how the Gospel spread from Jerusalem to the uttermost parts of the world. From a study of the apostle Paul's missionary journeys, and from his letters to the church of Corinth, Thessalonica, and Ephesus, students examine their hearts and commit to godly living.

Throughout the year, weekly Bible verses, skits, role playing exercises, games, art activities and home-school connections engage students to practical life lessons. At the end of the first semester, "The Best Christmas Pageant Ever" by Barbara Robinson is read aloud to capture the true meaning of Christmas.

It is our hope that every fourth grade student will come to know and love the great God of History by making right choices.

**Reading** - Students explore different unit themes by reading selections in the SRA *Imagine It!* reading curriculum, as well as through classroom novels. In order to develop a deeper comprehension of the text and higher level thinking skills, emphasis will be given to building "Good Reader Behaviors": activating prior knowledge, clarifying vocabulary, making connections, finding the main idea and supporting details, summarizing, predicting, drawing conclusions, making inferences, and re-reading. Students read in a variety of settings: as a whole group, in a small group, with a partner, as well as independently.

Students explore a variety of genres: diary, memoir, poetry, realistic fiction, historical fiction, expository text, tall tale, and biography. Many of the writing projects are related to the reading theme of that quarter. Student written book reviews inspire peers to pick up a book and read because a classmate has recommended it.

Accelerated Reader (AR) is a computerized reading incentive program that students participate in each month. The children learn how to choose “just right” books, and monthly reading goals are established in order to encourage each student to make reading a daily habit. Points are tallied up to earn tickets to buy treasure box items. Students may also read non-AR books and earn points by writing book reports.

SSR (Sustained Silent Reading) is a regular part of the schedule to allow students time to read at school.

**Writing** - We strive to give the students plenty of writing practice, sharpening this most important skill in today’s world of nonstop communication.

The children will participate in the WrAP (Writing Assessment Program) during the first month of school. This writing test scores a piece of their writing based on six specific categories. Teachers and parents find this a helpful tool in assessing a child’s writing strengths and weaknesses.

Writing Workshop is built upon the “Six traits” of good writing”: ideas, organization, voice, word choice, sentence fluency, and conventions. Students become “at home” with the writing process, which includes pre-writing, first draft, peer feedback, revising, second draft, proof reading, and self evaluation. A variety of writing genres are explored, such as letters, poetry, memoir, book review, travelogue, and personal narrative. Using reactions from peers and teachers, they revise extensively (messy margins) for content and style. Also, grammar mini-lessons are integrated within the writing lessons to reinforce parts of speech. Grade four will continue to work closely with the instruction resource teacher, implementing lessons tailor made to this grade level’s specific needs.

**Word Study** - “Word study” includes the *Wordly Wise* vocabulary curriculum, as well as words taken from reading selections. The spelling list is phonics-based and continues to stress consistent spelling rules while emphasizing vocabulary development. Spelling and vocabulary quizzes will be given weekly. The importance of developing a broad vocabulary cannot be overemphasized; thus, we encourage parents to read aloud to their child as much as possible. Fourth graders participate in WordMasters Challenge, in which they receive a list of 25 words and compete with schools across the nation on an analogies test three times in the school year.

**Mathematics** - Everyday Mathematics curriculum enables the students to learn more mathematical content and become life-long mathematical thinkers. It has high expectations for all students in a rich, cohesive curriculum. This program capitalizes student interest and maximize student learning and lessons are presented in an interactive way. There are six content strands (operations and computation; numeration; patterns, functions and algebra; data and chance; measurement and reference frames; geometry), which spirals throughout the curriculum. Multiple methods and strategies for problem solving are taught. Various mathematical algorithms are presented.

This curriculum also strengthens mental math skills daily and allows for collaborative learning in partner and small group activities. Cross-curricular applications are encouraged, while students are engaged in motivating and enriching games. Real world problems and applications are also presented. Both informal and formal assessments are conducted.

**Science** - The science program features themes from Physical and Earth Science. These are taught during the first and fourth quarters. The Life Science topics like animals, plants, and human interactions with the environment are integrated within the Social Studies curriculum during the second and third quarters.

For the first quarter, students investigate how different types of rocks are formed, study the Earth’s interior, and learn how scientists predict earthquakes. Then using plate tectonics and the “hot spot” theory, students explain how the Hawaiian Islands were formed. Next they study the water cycle, water usage, and conservation.

During the fourth quarter, students conduct activities and lab experiments to investigate atomic theory and electricity. For our Green Curriculum, students evaluated their consumption of energy and develop energy saving strategies.

By using scientific thinking processes, students build explanations from their observations, communicate their conclusions, compare and organize data. These skills are done either individually, with a partner, or within a lab group. By making discoveries in science, every fourth grade student will learn how to become a good steward of God’ creation, Earth and its natural resources.

**Social Studies** - Students investigate the processes on the formation of the Hawaiian islands, then discover how animals and plants came to the islands. Next they will explore the migration of the Polynesians to a new island group where they became permanent settlers.

In December the focus of study will shift to people and changes that affected the Hawaiian people as they made contact with foreigners, beginning with Captain James Cook. Students will make judgments on whether or not the changes were beneficial or harmful to the Hawaiian people and their culture. They write short summaries on content read and discussed.

The students will compare and contrast the changes made by Western ideas in government, education, and religion, causing the Hawaiian people to abandon the traditions of the past, and then draw conclusions as to the outcome of their choices.

With the beginning of World War II Hawaii becomes a strategic military post in the middle of the Pacific Ocean. The students will identify the conditions that molded the future of the islands.

As a culminating event, the fourth grade may travel to a neighbor island for a three day, two night trip. Students’ experiences are enriched as they visit locations related to their Social Studies and Science content. Should the environmental conditions on the island become unsafe for the children and adults, the principal may instruct the fourth grade teachers to plan alternative field trip events on Oahu. Students on behavior probation are prohibited from participating in this event.

Geography is the second major area of study in the Social Studies program. Students learn about the five major geography themes: Movement, place, regions, location, and human/environment interaction by identifying them in the history of Hawai’i, and by recognizing them in current events. Map, globe and graph skills are practiced by using various classroom activities.

## Grade 5

**Bible** - The fifth grade theme is "Faithful Choices Made by Prophets and Apostles." In the first quarter, students examine the lives of faithful people in the Old Testament, both in captivity and as they returned to establish their homeland in Jerusalem.

During the second quarter, as students study how the people of Israel rebuild their temple and the walls around Jerusalem, they will see the qualities God wants His people to have as they rebuild their lives to please Him.

In the third quarter students will study Old Testament prophecies and will see their fulfillment in the birth, life, death and resurrection of Jesus. Later Paul's missionary journeys and his teachings on God's grace, being living sacrifices and making Godly choices are emphasized.

The focus in the fourth quarter is on how students need to live and tell about their faith. Through the study of Hebrews and Jude students are warned about the dangers that can choke their faith and how good choices can lead to a victorious life in Christ.

**Reading** - The reading curriculum is comprised of selections from the SRA Imagine It! series, class novels, and literature circle books. The SRA Imagine It! Curriculum contains excerpts from different stories, and by reading and discussing these excerpts, students develop higher order thinking skills (prediction, inference, context clue, summarize, etc.) and learn to discuss them.

Class novels are integrated to coincide with what students are learning in Social Studies or their Imagine It! Units. The *Keeping Room* and *A Jar of Dreams* are historical novels that contain elements of the Revolutionary War and the pre-World War II era. Both are read as a class and contain strong character development, exposing students to story elements. A third class novel, *Ben and Me*, is read and is associated with Science and the science unit read out of the curriculum.

Literature Circles are student-led groups in which students choose their own books from a class library, read, discuss, and reinforce reading skills. They utilize different tools to help lead their discussions and learn to defend any answer or opinion they may have. Sustained Silent Reading (SSR) is done every day in school as well as at home as homework. This does not count towards their total homework time assigned per day.

Accelerated Reader (AR) is a computer-based program where students choose pre-approved books worth point values, read them, and take a test on the computer. They are then awarded points based on the book's value, as well as their performance on the test. Each student is required to attain 16 AR points per quarter.

**Writing** - This section focuses on the writing process and essay writing. Students are taken through the writing process, consisting of prewriting, rough drafts, peer and self- feedback, revising, teacher conferences, editing, and typing. There is also informal writing in journals.

**Word Study** - The Word Study section of the curriculum consists of grammar, sentence composing, spelling, and vocabulary. The grammar and sentence composing is taken mainly from Don Killgallon's *Sentence Composing for Elementary School*, which helps students understand grammatical structures, such as prepositional, appositive, and participial phrases.

Spelling comes from the Imagine It! workbooks. Vocabulary is associated with the reading and is also done out of the Wordly Wise Curriculum.

**Mathematics** - Fifth grade mathematics builds on the concepts and skills learned in the fourth grade using daily routines, games, and other activities designed to foster understanding and ensure mastery of basic math facts. The Everyday Mathematics curriculum utilizes a problem-solving approach based on everyday situations, as well as frequent practice of basic skills to develop critical thinking. The students study numeration, operations and computation, data and chance, geometry, measurement, reference frames, patterns, functions, and algebra through daily practice, estimation, problem-solving, and mental math. Previously learned concepts and skills are spiraled throughout the curriculum for further reinforcement.

**Science** - Two major units are covered: environments and chemistry. In the environments unit, students study the interaction of organisms with their surroundings and with other organisms through the construction of a terrarium and aquarium. Students design controlled experiments to test the range of tolerance for various environmental factors. These concepts are applied to the research of a native Hawaiian organism.

In the chemistry unit, students look at the relationship of mixtures and solutions. They compare solubility of different compounds as they saturate solutions. Evidence of chemical reactions are observed as different chemicals are combined. A power point presentation on an element culminates this unit. Resource used: Full Option Science System (Delta Education)

**Social Studies** - The social studies curriculum focuses on a historically sequential study of American History from Native Americans to the construction of the Government. The goal of the fifth grade curriculum is for students to interpret life from a different time and place in order for them to become aware of the historical background of the United States. Student engagement is focused on comprehending a variety of age-appropriate historical fiction and non-fiction texts to develop skills to connect with history such as paraphrasing, separating the main idea from detail, summarizing, and making inferences about life in a specific time and place. There are supplemental historical fiction and non-fiction texts for each unit in order for students to collaborate on skillful reading projects.

Geography is built into the 5th grade curriculum, paying particular attention to how geography affects culture. Students have the opportunity to be challenged in their geography skills by the school Geography Bee in January.

Students are also challenged by the school's participation in the National Geography League and National Social Studies League. The students are administered a qualifying test, and the top scorers are recognized at the Awards Assembly at the end of the year.

## Grade 6

**Bible** - During the first quarter students review the Old and New Testaments, looking at lessons learned as God interacted with His people. Students then examine Paul's pastoral letters to Timothy and Titus.

In the second quarter students study the book of James and 1, 2, and 3 John. They are challenged to live an active faith

demonstrated in a changed life that is a testimony to those around them.

The emphasis in the third quarter is on valuable issues for believers. It includes issues such as "How to Know the Bible is Real" and "How to Get the Most out of God's Word."

The last quarter is spent studying Revelations. Students will see that despite hardships Christians may suffer because of their belief, God is in control and the final victory will belong to Him and His people.

**Reading** - Having our students become lifelong readers, and to enjoy reading is our goal. The SRA "Imagine It" text, as well as selected literature, will be used to explore and integrate specific themes throughout the year. Vocabulary building, comprehension, making inferences, character analysis, critical thinking, and higher level thinking skills are incorporated in the reading.

Students are encouraged to read a variety of genre both independently and as a class. Literature Circle groups are students-led groups where students select their own books from our class library, read it, discuss it, and collaborate with each other to gain a better understanding and appreciation of the novel. Two class novels will be read and discussed during the school year.

Accelerated Reader (AR), is a computer-based program where students choose pre-approved books, read them and take a test on the computer. They are then awarded points based on the book's value. There are a set number of points that the students need to achieve each quarter. Rewards and incentives are provided to students when they have reached their reading goal.

Sustained Silent Reading (SSR) is done daily in class as well is at home. Students log their reading in a Reading Log that is reviewed by their teacher and their parents.

**Writing** - Sixth grade writing is designed to encourage students to write creatively on a variety of genre, using the writing process. Students will write essays, memoirs, book reviews, various poetry, and "quick writes". There will be a unique unit called the Multi-genre Research Project, where students will select a person who "took a stand", conduct research on that person, read literature about that person, and then write as though they are "walking in the shoes" of that person. Learning to think critically and being able to evaluate others' writing, as well as their own, the students will participate in peer editing, and self-evaluation. Students will use classroom laptops to type all major writing pieces. Students will be graded, using a Five-point Scoring Rubric, on idea development, organization, word choice, sentence fluency, and conventions.

**Word Study** - Students are introduced to new words from their SRA reading stories, literature books, and "Wordly Wise 3000" workbook. An established list of key content-area vocabulary words that all sixth graders should know by the end of the school year will be introduced and studied.

Grammar lessons will build upon previously learned structures such as participial, appositive, and prepositional phrases, adjective clauses, and subordinate clauses. New grammatical structures will be introduced and incorporated in student writing.

**Mathematics** - *Foundation for Algebra* is a problem-based math program designed to give students time to practice an idea and to use it in various settings. *Foundations for Algebra* engages the students to allow them to develop cognitive understanding more effectively than just teaching the students a process. Students will practice mastering basic computations as well as study concepts in statistics, probability, graphing, geometry, problem solving techniques, and basic number theory. These concepts are based on activities to help students be more successful. The curriculum uses a variety of teaching methodologies, including lecture, class discussions, manipulatives, and structured study teams. Students will actively work on guided investigations, much like "math labs," to develop mathematical concepts and problem solving skills. Teacher lectures will summarize lessons based on observed needs of the students.

**Science** - The emphasis is on recognizing variables so that students can design controlled experiments. Students identify the variables in a pendulum, in determining the capacity of a "boat," in a rubber band plane and catapult. The unit culminates in a science fair project.

Sixth graders also do a unit on simple machines with emphasis on the lever and pulley. They measure the effect on effort as variables are changed in these machines. Students also do several enrichment experiments in a wide range of physical science topics and demonstrate their knowledge as they lead their families to do these experiments in a Science Family Night. Resource used: Full Option Science System (Delta Education)

**Social Studies** - The goal of World History is for students to be able to step beyond their cultural barriers and experience different times and places while developing skills in both reading and social studies. The students will examine the past and present of select regions by studying the themes of government, culture, geography, and economy.

The students are brought into real life situations through their enjoyment of the age-appropriate supplemental historical fiction and non-fiction texts. With proper support, the students will further their development of reading skills such as finding the main idea, summarizing, making inferences, comparing/contrasting, etc.

Hawaii Baptist Academy 6th grade students are members of the National Social Studies League and the National Geography League. Students take a challenging multiple-choice test given to schools across the United States. The top scorers are recognized at the Awards Assembly at the end of the year.

### Field Trips

Regular field trips are scheduled throughout the year to enhance the curriculum. Parent chaperones are welcome. An information sheet/ permission form is sent home prior to each trip. The Travel Emergency Information and Authorization Form (Field Trip Form 1) must be completed and returned to school before a student will be allowed to go on a field trip. This form is required any time a class leaves campus during regular school hours. Students who fail to return the signed form in a timely manner will remain at school during the field trip and go to the office or library to do assigned work. Students are not allowed to call parents on the day of the field trip to have the form signed. (See also "Field Trips," page 11.) HBA reserves the right to cancel or postpone any field trip due to unforeseen circumstances.

## Homework

Homework is an essential part of the academic program of the school. Its purpose is to extend, supplement, and strengthen the student's school experience.

The amount of homework is left to the discretion of teachers. The length of time a student will need to spend on homework will vary from student to student and grade level to grade level. The following estimated average time per grade are guidelines:

Grade K	5 - 10 minutes	Grade 4	40 - 50 minutes
Grade 1	10 - 15 minutes	Grade 5	50 - 60 minutes
Grade 2	20 - 30 minutes	Grade 6	60 - 75 minutes
Grade 3	30 - 40 minutes		

Students will also have Silent Sustained Reading (SSR) assignments. The time spent on SSR will vary by grade level with a ceiling of 30 minutes.

Students are expected to have all necessary materials for homework. In case of emergency, if students need to get into classrooms, they must obtain permission from the principal or vice principal.

## Teacher's Responsibility

1. Lead the student in proper techniques of study.
2. Plan with students so that they understand and accept the purposes of homework and its benefit to them.
3. Make certain that instructions are clear and definite, that the work is within the ability of students, and that sources of information have been discussed.

## Student's Responsibility

1. Understand fully what is assigned and how the teacher expects the assignment to be done. Students must keep a record of homework assignments.
2. Cultivate the art of independent thought and work on assignments.
3. Schedule time and a regular place to study for homework, and not to permit anything to interfere with the time set aside for study.
4. Request the cooperation of the family in protecting study time and place of work from interruption.

## Parents' Responsibility

1. Show a genuine interest in the school work of your child.
2. Provide the necessary facilities, materials, and kind of home environment that will make it possible for your child to do the homework.
3. Guide, encourage and help when necessary, but not to the point of doing your child's work.
4. Inform and discuss with the teacher problems arising from your child's homework.

## Relationship Between School and Home

Effective school-home relationships are based on mutual recognition of the importance and purposes of the school program. The first step in good school-home relationships is a mutual faith in education as an instrument for human improvement.

The school and the home are partners in education. Before useful working relationships can be established between the professional staff of the school and the individuals and agen-

cies of the community, there must be a common recognition that education is a continuous process extending into many phases of home and community life.

School is not an isolated agency; the home and the community must supplement and reinforce the efforts of the school.

The common denominator of effective school-home relationships is the student. The best test of this relationship is the effect on the student. Parents support schools for the benefit of children; teachers teach with the hope of helping students. The meeting ground of all educational effort is the welfare of the child.

Effective school-home relationships require clear, continuous communication. People who cannot talk together about education cannot expect to work together on its behalf. This is the purpose behind parent-teacher conferences.

A positive approach to school-home relationships tends to affect behavior of individuals and those with whom they come in contact. A skillful teacher can use this fact to great advantage in stimulating the efforts of pupils. A thoughtful parent can use this tool to help a child in all areas of development.

## Conferences

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*Parent-Teacher*—Four consecutive afternoons during the first quarter, and an afternoon during third quarter between 12:30 and 3:30 p.m. are set aside for conferences between parents and teachers. Students are dismissed at 12:00 noon, and parents may see the teachers in their rooms at their scheduled times. During the second and fourth quarters, there is no set schedule for teacher conferences, but parents may request one. See the school calendar for dates of these conferences. It is possible that not all parents will be contacted for a conference. If at any time you would like to have a conference with your child's teacher, contact the teacher and one will be scheduled.

## Academic Dishonesty

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### Definition

At the elementary level, the following actions are considered to be dishonest:

1. Copying from another person to do an assignment, paper, or project, or knowingly allowing someone to copy from your work.
2. Using unauthorized aid to answer questions on tests or quizzes.
3. Deliberately changing a grade on a test, quiz or report card.
4. Declaring someone else's report, test paper, or homework to be yours.
5. Copying from a published source without giving credit to the author. For grades 5 and 6, quotation marks should be used for material that is quoted.
6. Falsifying results when grading one's own paper, or someone else's paper.
7. Forgery.
8. Altering official school correspondence.

### Consequences

These consequences are cumulative for the duration of a student's attendance at HBA elementary and are not cancelled between school years.

**First offense**—The student receives a zero on the assignment and is reported to the principal. The student’s teacher counsels the student, writes a summary of the incident, and informs the parent.

**Second offense**—The student receives a zero for the assignment, the student’s teacher writes a summary of the incident, and parents are called in for a conference by the teacher. The principal receives a report of the incident.

**Third offense**—The student receives a zero for the assignment and the student’s teacher writes a summary of the incident. The principal will meet with parents and a decision regarding the incident will be made.

Continued dishonesty may result in suspension, academic probation, and/or any other action taken by the principal. Students on suspension receive a “zero” on any/all work due on the day(s) suspended.

## Grading System

Grades are determined by collecting evidence of learning from a variety of sources over a period of time, looking for patterns and trends in student’s learning to increase the reliability and validity of classroom assessment findings. As students learn, there are three general categories of evidence:

1. **Products.** Collecting products, including tests, assignments, students’ writings, projects, notebooks, constructions, images, demonstrations, as well as photographs, video, and audiotapes.
2. **Observations.** Observing the process of learning, including observation notes regarding hands-on, minds-on learning activities as well as learning journals and performances of various kinds across all subject areas.
3. **Conversations.** Talking with students about their learning, including conferences, student self-assessments, and interviews.

Grades are determined by the above assessments, and marks are given using percentages and/or rubric scores. When work is scored/ marked with a percentage, the following grading system is used in grade 3 in reading, English, math and spelling, and in grades 4, 5 and 6 for reading, English, social studies, science, mathematics and, in grade 4 only, spelling.

<b>A+</b> 100	<b>C+</b> 78-79	<b>F</b> Below 60
<b>A</b> 92-99	<b>C</b> 72-77	
<b>A-</b> 90-91	<b>C-</b> 70-71	
<b>B+</b> 88-89	<b>D+</b> 68-69	
<b>B</b> 82-87	<b>D</b> 62-67	
<b>B-</b> 80-81	<b>D-</b> 60-61	

The following grading system is used for grades 5 and 6: Bible, work habits, citizenship, and all special subject areas; in grades 3 and 4: Bible, handwriting, effort, listening skills, oral communication, work habits, and citizenship and all special subject areas; and in kindergarten, grades 1 and 2: all subject areas.

<b>E</b> Excellent progress	<b>N</b> Needs improvement
<b>S</b> Satisfactory progress	

## Late Work Due to Absence

In the event of an absence, students are responsible for getting assignments upon returning to school and are given two school days to make it up for each day absent. If assignments are

not completed within the allotted time, they are considered late and will be graded accordingly.

Parents can also call the school office before 9:00 a.m. to indicate whether or not they will come to pick up homework assignments. These homework assignments will be ready for pickup in the school office from 3:00 p.m. to 4:00 p.m.

## Late Papers

Late papers for grades 5-6 are handled as follows:

1. Late or incomplete papers will have the grade lowered 10% for each day late.
2. No late or incomplete papers will count for a grade after one week from the due date.
3. Students who go on trips during school must complete all work after they return.

## Academic Progress

The Comprehensive Testing Program (CTP IV) is administered to students in grades 2-6. The Writing Assessment Program is also administered to students in grades 3-6 at the beginning of the school year. The results of testing are mailed to parents. A reading diagnostic test is administered in grade 1.

The CTP gives the academic profile of each student in different skill subjects. The results are also used for curriculum development and for determining which students may need additional help or enrichment activities.

The assessment program for kindergartners is administered individually by their teachers during the first and third quarters. These assessments are shared individually with the parents. Strong follow-up is given to students, especially to those students who received a D+ grade or lower.

## Academic Standing

### (Promotion, Probation, and Suspension)

**Kindergarten to Grade 6 promotion**—Promotion is not automatic. A review committee of teachers and administrators will review each student’s academic and behavior records to determine promotion.

**Grade 6 to Grade 7 Promotion**—A review committee of teachers and both elementary and middle administrators will review each Grade 6 student’s academic and behavior records to determine promotion.

**Academic Probation**—A student may go on academic probation when he or she:

1. receives two or more grades D+ or lower in two or more core subjects in a quarter. (Core subjects are Reading, Writing, Word Study, Math, Science, Social Studies.), **or**
2. receives an F in any one core subject in a quarter, **or**
3. receives a D+ or lower grade in the same core subject for two or more quarters.
4. In K-2, a student who continues to receive an N in any content subject through the school year may be placed on academic probation, following consultation among the student’s teacher, the counselor, and the principal.

Students who continue to get the same grades or lower in any core subject during any future quarter that school year may be asked to withdraw. Students placed on academic probation

while they are involved in After School activities shall be suspended from or not allowed to try out for those activities.

**Academic Probation during 4th Quarter**—A student may be placed on academic probation for the first quarter of the next grade level if warranted by the review committee.

Students who have been on academic probation at any time during the school year may be required to go to summer school in order to advance to Grade 7.

**Academic Suspension: Athletics**—The following procedure is followed when an athlete is placed on academic suspension. The counselor will notify the athletic director and coach of any athlete that has a grade(s) below a C-. After notifying the athlete, the coach will complete an Activities Suspension Form letter to be mailed to parents.

*One deficient grade*—Suspension for one week, or until the deficient grade is raised to a C- or better, whichever is longer.

*Two deficient grades*—Suspension for two weeks, or until the deficient grades are raised to a C- or better, whichever is longer.

*Three deficient grades or an F*—Suspension for the remainder of that particular sport season.

Suspension will last from Monday to Friday, the week after deficiency notices are mailed. The coach will inquire about the athlete's academic progress during the suspension. After the suspension period, the coach will request a copy of the latest deficiency/progress reports from the counselor and/or will ask the teacher if the athlete's grades have been raised. The coach will then talk to the athlete and the parents to inform them of the athlete's status. The athlete may resume participation when his/her grade(s) have improved to at least a C-.

**Academic Suspension: Choir**

Choir students are expected to keep up their grades in school. If a choir student is receiving a D, F, or U in any subject, including special subject classes, the following policy will be followed:

The student will be put on academic suspension for choir. This means that he/she will not be able to participate in choir until his/her grade(s) is brought up to a C-/S- or better.

The student has two weeks to bring up his/her grade. If the student's grade does not improve to a C-/S- or better by the end of the two weeks, then he/she will need to drop out of choir for the remainder of the semester.

Choir students put on academic suspension will not be eligible for special choir awards at the end of the semester, but will still receive their participation award and pin if they bring their grade(s) up and continue to participate in choir through the end of the semester. Students who drop out of choir before the end of a semester are not eligible for a participation award or pin.

## Education Records

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Student cumulative records are open to review by parents upon request. Requests are to be directed to the principal's office 48 hours in advance to viewing. A student's educational records are released in accordance with the guidelines established by the Family Educational Rights & Privacy Act (commonly referred to as the Buckley Amendment).

# More About HBA Elementary

## General Information

### Location of Campuses

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HBA has three campuses located about 1/2 mile apart in Nu'uaniu. The elementary campus for grades K-6 is on the corner of Nu'uaniu Avenue and Bates Street at 21 Bates Street, Honolulu, Hawaii 96817. Access to the front of the school is on Bates Street. Limited parking is available along the circular driveway. (Access to the large parking lot is from Kuakini Street at the Malulani Hale condominium, near the entrance to the Rehabilitation Hospital of the Pacific.)

### Hours

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At the elementary campus, school starts at 7:55 a.m. and ends at 2:30 p.m. The drop-off time in the morning is from 7:30 a.m., and the pick up time in the afternoon is from 2:30-3:00 p.m., except for those students who are attending the After School Enrichment Program, practicing with coaches, or asked by a teacher to stay.

Students are supervised from 7:30 a.m. to 3:00 p.m. Students not picked up by 3:00 p.m. are sent to the After School Enrichment Program.

Parents are advised that a school security guard will be on campus at 6:30 a.m. daily, and students should not be dropped off earlier. If students arrive earlier, parents must assume personal responsibility for their children.

### After School Hours

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On regular school days, students are dismissed at 2:30 p.m. They must be off campus by 3:00 p.m. unless they are:

- Asked by a teacher to stay after school
- Practicing choral choir or sports with their respective instructors
- Attending the After School Enrichment Program from 2:30 p.m. - 5:30 p.m. or has registered as a drop-in student for the day or other enrichment programs (e.g., ballet, karate, or hula).
- Studying in the library (study hall).

### Books

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Students are issued rental textbooks and are expected to return them in good condition at the end of the school year or upon withdrawal. All textbooks must be kept covered throughout the school year. Students will be required to pay for lost or damaged textbooks and books borrowed from the library.

### Lost and Found

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All found items should be turned in to the office. These will be retained in the Lost and Found box for three weeks, then disposed of. The school is not responsible for any articles left on the campus.

## Telephone

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Office and classroom phones are used for emergency / assistance calls only. Students should always get a note from a teacher, counselor or teacher assistant in order to use the office phone.

## Traffic & Safety

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**Morning Traffic:** Please remember that the drop-off coned lane in the upper driveway is for drop-off only. If using the drop-off lane please drive all the way to the end of the drop-off lane, then have your child exit your vehicle. This will prevent blockage of the exit from the lower parking lot. If accompanying your child to the cafeteria, Waiting Shed, or classroom please park in the lower parking lot and walk your child up to the desired area.

**Walking from and to the Lower Parking Lot:** Please use the stairs by the Waiting Shed when walking from and to the lower parking lot. Do not walk through the driveway exit from the lower parking lot.

**Afternoon Traffic:** Lining up at the gate by the guard house in the afternoon is permitted **no earlier than 2:10 p.m.** *Up to five vehicles will be allowed to park at 2:10 along the school's chain link fence. All other vehicles must enter the lower parking lot from the driveway and wait until the gates are opened for parking on the upper parking lot.* This is to prevent the line of cars from blocking Malulani Hale residents from their parking stalls.

**Bates Street Traffic:** Park only along the mauka side of Bates Street if there are not enough spaces in the HBA Bates Street driveway. Do not park on the sidewalk nor wait in the private driveway adjoining Nu'uaniu Baptist Church. You may want to pick up your child around 2:45 p.m., after most of the afternoon pickup traffic has eased.

## Visitors

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Visitors should report to the school office before going anywhere else on campus. Parents are not allowed to go to their child's room after 8:00 a.m. to deliver items to their child. Items may be taken to the office and they will be delivered.

## Emergency Procedures

**Fire**—The signal for a drill or actual fire is the ringing of the fire bell. Drills are held regularly. Children will leave in an orderly fashion, under teacher supervision, and rapidly walk in a single file to the lower playground (field). In the event the facility is damaged by fire and not habitable, we will care for the children at the lower playground (field) and call for you to pick up your child as soon as possible.

**Tsunami Warning**—Our school is not located in a tsunami evacuation zone, so we do not have to evacuate. The following procedures have been adopted in the event of a tsunami warning.

If a warning is issued while we are in session, we will remain with the children and take care of them until you can safely pick them up. You need not leave work or rush to the school. If you are in a safe area or can get to one close to where you work, we recommend you remain in the safe area until the “all clear” signal is announced, so you may avoid contributing to unnecessary traffic on roads and streets.

If a warning is issued before our day normally begins, classes will be canceled and the school will be closed.

**Hurricane/Tropical Storm**—Hurricane or tropical storm watches are issued by the National Weather Service 36 hours prior to the arrival of storm effects. Hurricane or tropical storm warnings are issued when one of these storms could affect Oahu in 24 hours or less. When a watch is issued, we will monitor the storm and make decisions to close before the issuance of a warning. The timing of the closure will generally coincide with the end of a normal working day and should not inconvenience you if you are at work.

**Earthquake**—Should an earthquake of significant magnitude occur on Oahu, our school facilities could be damaged. We can also anticipate considerable disruption to our road networks. If your children are at school, you may not be able to get to them even if you live close by.

If we are indoors, we will stay indoors and take cover under desks, tables, supported doorways, etc. If we are outdoors, we will stay outdoors and move toward the lower playground (field) and/or the flag courtyard area, away from electrical lines, tall trees, and buildings.

Following an actual earthquake, when the shaking has stopped, we will first treat and care for anyone who is injured and then evaluate the structural integrity of the school. In the event of a local earthquake or very heavy rains, dams could fall. Our school is not located near a dam’s down channel inundation zone.

**Earthquake option 1**—If our buildings are sound, we will remain in place and listen on our battery-operated portable radio for Civil Defense instructions. Necessary preparations have been made for us to survive for up to 72 hours without outside assistance.

**Earthquake option 2**—If the school is damaged or could sustain damage as the result of an aftershock, we will gather ourselves and attempt to move to the lower playground (field) or an open area in the neighborhood. We will sustain ourselves the best way we can, for as long as necessary, until assistance can be provided by civil authorities.

**Oahu Civil Defense Agency Note:** Public evacuation shelters will not be opened until they, too, have been inspected for structural integrity. Although such inspections have a high priority, delays because of damaged road systems or other hazards can be expected. Shelter openings will be announced over the Emergency Broadcast System.

**Flooding**—Our school is not located in an identified flooding zone. However, if water begins to rise around our facilities, or in the event we are advised to evacuate, we will immediately move the children to the second floor.

In summary, please be assured that we will take good care of your children during any emergency or disaster. Several suggestions are appropriate:

- Do not call the school during emergencies. Keep the telephone lines open and available for those who have urgent needs.
- It is essential that you establish individual and family plans for tsunamis, hurricanes, earthquakes and flooding. These plans should identify what preparatory actions should be taken for each hazard. They should include where shelters are located and how you will travel to them if evacuation advisories are issued, what you plan to do if the family is separated, what type of survival supplies you will need, etc. Such information can be obtained from the Oahu Civic Defense Agency at 523-4121.

# Admissions Process

## Admission to HBA

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Entry level grades at HBA are kindergarten (48 new students in 3 classes of 16 each), grade 4 (when one additional class is added) and grade 7 (where two additional classes are added). There are usually limited openings available at other grade levels since most students continue their education from year-to-year at HBA, but parents are encouraged to call the admissions offices to check for openings due to attrition. Applications are accepted beginning September for the following school year.

**Kindergarten applicants must also submit a copy of their legal birth certificate.** Applications are not accepted for Grade 1. More information on requirements will be mailed upon request from the elementary or high school office. Admissions documents can be downloaded from HBA's website: [www.hba.net](http://www.hba.net). The deadline for Kindergarten is December 15; the deadline for Grades 2-12 is January 31.

Selection for admission is made on the basis of previous grades in school, recommendations of former teachers, a personal interview, and tests.

For the middle & high school, performance on the Secondary School Admission Test (SSAT) and on placement tests in math, reading, writing and skills ability are considered. In the elementary division, selection is based on performance on achievement tests administered for grades 1-6, and a developmental skills test for kindergarten.

Because of limited enrollment, not all who qualify are accepted. Only those students who demonstrate a potential for the greatest success with the HBA program are admitted. If a student is accepted, parents will be mailed an Admission Reply Data Form with instructions and deadlines for responding.

For transfer students, the invitation to join the student body at HBA is conditional upon a student's satisfactory completion of the current school year and the receipt of records indicating that completion. Out-of-state students should obtain transfer papers authorizing HBA to request records. Local students must obtain a release card, signed by a parent, from their previous school. HBA reserves the right to determine which courses and grades from transfer schools will be accepted and computed into the HBA cumulative grade point average. Parents of new students should retrieve their children's health examination and immunization reports from the school previously attended and submit them to HBA. All new applicants are required to have an entrance physical examination and a tuberculosis (TB) clearance. These are to be documented on the HBA Student Health Record. In addition, the Health Services authorization form must be completed and submitted. These forms are mailed to the parents of all new students.

Hawaii Baptist Academy welcomes applications from students that have been home schooled. Applicants should submit documentation that substantiates the curriculum used, assessment instruments used including standardized tests and report cards. A copy of the daily homeschool schedule and calendar of the school year is also required. Homeschool applicants for grades 10-12 must also submit an official transcript from an authorized homeschool documenting institution or from the homeschool program to which the student is enrolled.

Acceptance is conditional upon HBA receiving official records validating a student's completion of the school year. HBA reserves the right and power to control its own internal disciplinary procedures. The submission of a signed Enrollment Contract is considered an acceptance on the part of the student and the part of their parents or guardians of all the rules and regulations of HBA, including the judgment of school authorities on discipline, suspension, or expulsion of students. Hawaii Baptist Academy reserves the right to withdraw its acceptance of an incoming student's application for enrollment, for any reason or no reason at all, prior to the first school day of the 2010-2011 academic year.

## Continuing Enrollment

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Early in the second semester, parents are mailed financial and re-enrollment information for the following year. At that time, students who intend to re-enroll should complete the Re-enrollment and Tuition Contract and return it to the school with a \$300 re-enrollment fee. HBA reserves the right to withdraw a student's enrollment if accounts are not paid in full by April 30. If a student does not intend to return or cancels re-enrollment, parents should indicate so on the contract or send a letter to the principal by May 10 in order to be refunded a portion of the deposit.

Students with unacceptable behavior will be reviewed by their teachers and the administration at the end of each school year. The purpose of this review is to determine whether or not the student should be allowed to enroll in HBA the next year. Parents of students being reviewed will be notified before the review board meets.

HBA reserves the right and power to control its own internal disciplinary procedures. The enrollment of students at HBA is considered an acceptance on their part and the part of their parents or guardians of all the rules and regulations of HBA, including the judgment of school authorities on discipline, suspension, or expulsion of students. Hawaii Baptist Academy reserves the right to withdraw its acceptance of a returning student's application for enrollment, for any reason or no reason at all, prior to the first school day of the 2010-2011 academic year.

## Readmission to HBA

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**Withdrawals**—A student who voluntarily withdraws from HBA and who wishes to reapply should submit an application. Readmission is not automatic and is considered on an individual basis.

**Dismissals**—When students are dismissed from HBA, they must wait a calendar year before they can be reconsidered for regular or summer school admission. This means a student who is dismissed may not begin the admission process earlier than a year after the dismissal. An administrative review of a request for readmission is required. Readmission is not automatic and is considered on an individual basis.

## Withdrawal from HBA

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When a student withdraws from HBA, he or she submits a parent's written notice of complete withdrawal to the high school or middle school principal's office in a timely manner. Clearance must be obtained from the registrar before a student's withdrawal is official and financial actions are finalized. The withdrawing student must also return all books to the library and teachers on or before the last day of attendance. Any tuition refund due is computed in accordance with the Tuition Refund Plan. A student who voluntarily withdraws from HBA and who wishes to reapply should submit an application. Readmission is not automatic and is considered on an individual basis.

If a student fails to attend five consecutive days of classes and the absences are deemed to be unexcused, HBA reserves the right to officially dismiss the student from school. Parents will be bound by the financial terms of the Enrollment Contract, and in addition will be billed for any unreturned textbooks and other fees that the student has incurred.

# Financial Information

## Annual Tuition

Grades K-6: \$11,900  
Grades 7-12: \$12,090

## Comprehensive Fee and Book Fee

Grades K-6: \$470  
Grades 7-12: \$595

The comprehensive and book fee is required in addition to the tuition. It covers the cost of yearbook, testing, field trips, student newspaper, handbook-catalogue, and book rental. For middle-high school students, the fee also covers locker rental, special course supplies and materials, class scheduling, shower fee, and athletics.

## After School Enrichment Program (for elementary school only)

Grades K-6: \$1,420

## Middle School FLEX Program Course Fees

Additional course fees are required for supplies and other materials. These fees are billed in September.

## High School Elective Course Fees

For some courses, additional course fees are required for supplies and other materials. These fees are billed in September.

## Class Dues (for middle-high school only)

Class dues at the middle & high school help support class activities. Dues include the cost of a class shirt. They are non-refundable upon withdrawal or dismissal.

Senior Class: \$80    Sophomore Class: \$65    8th Grade: \$55  
Junior Class: \$80    Freshman Class: \$65    7th Grade: \$55

## Payment Options

Families may choose one of the following payment options:

**Annual Payment**—Tuition is payable in advance in one single payment, together with all comprehensive, book fees and other fees. Payment is due on or before July 1st prior to the beginning of the school year. This option includes a \$150 tuition reduction (not applicable for financial aid recipients). The advance deposit of \$300 is applied to this amount. Tuition Refund Plan (TRP) insurance is optional.

**Semester Payments**—Tuition is payable in advance in two installments. The first installment of at least one-half of the tuition, together with all comprehensive, book fees, and other fees is due on or before July 1st prior to the beginning of the school year. The advance deposit of \$300 is applied to this amount. The second installment of the balance is due on or before December 1st of the academic year. Tuition Refund Plan (TRP) insurance is required.

**Monthly Payments** (automatic deduction from checking or savings account or monthly charges to a credit card) —Tuition is payable in advance in ten installments. Each installment of one-tenth of the tuition is due on or before the 5th day of each month beginning July 5th prior to the beginning of the school year, and ending April 5th of the school year. This option requires a \$150

handling fee per family. Comprehensive fees, book fees and other fees are included in the July 5 automatic deduction/charge to credit card. The advance deposit of \$300 is applied to this amount. Tuition Refund Plan (TRP) insurance is required.

**Tuition Refund Plan (TRP)**—Parents should understand that the obligation to pay the charges for tuition and fees for the full academic year is unconditional and that no portion of such charges, paid or outstanding, will be refunded or cancelled in the event of absence, withdrawal, or dismissal from Hawaii Baptist Academy. As a result, HBA recommends that parents consider the merits of the Tuition Refund Plan. The TRP will provide substantial assistance in limiting the financial loss that may result due to withdrawal, dismissal, or death of a student's parent or legal guardian during the school year, provided the student is enrolled for fifteen (15) consecutive calendar days commencing with the student's first day of attendance. Participation in the plan is required for those choosing the semester or monthly payment option schedule and voluntary for those choosing the annual payment option schedule.

### Late Payment

Timely payment of tuition is essential. All delinquent accounts will be assessed a charge of 1.5% (annual percentage rate of 18%) on all overdue accounts. We offer a 10-day grace period after each due date before finance charges are assessed. A \$25 service fee is charged for each returned check or automatic non-deduction because of insufficient funds.

HBA works sensitively and diligently with families to meet their financial obligations in a timely manner. However, when tuition accounts fall forty-five (45) days in arrears for any reason, official transcripts for college and scholarship applications will be placed on hold until the account is current. Students will not be permitted to participate in HBA's commencement ceremony until their account is paid in full.

### Accounts in Arrears

Accounts in arrears (i.e., past due balances) will have the following impact on HBA students:

- Official academic transcripts will not be issued for any reason for students whose account is more than 45 days in arrears. Official transcripts will be issued once a student's account is brought to zero balance due.
- All students must have their financial accounts paid in full prior to participation in graduation ceremonies. The student's account must be brought to a zero balance due status a minimum of five (5) working days before the day of graduation.
- Students may be dismissed if payments are not made in a timely manner.

### Fines/Financial Obligations

Students are responsible for damages to or loss of textbooks, borrowed books/materials from the Learning Center, sports uniforms, or any school property. Transcripts and report cards may not be released until financial obligations are paid.

For classes that allow student use of expensive equipment during school or after hours that could be lost, stolen, or damaged, students are responsible for such equipment up to \$1,000 of its replacement cost.

## Financial Aid

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HBA administers a limited financial aid program to assist students who lack the resources to meet the full cost of an education at the school. Financial aid is awarded to students on the basis of financial need only. Students in grades 7-12 receiving financial aid are encouraged to help the school by volunteering for school service.

Financial aid awards are made for one year only. In the event that a student should withdraw from HBA for any reason before the school year ends, the financial aid award amount will be prorated through the date of withdrawal. All families who accept a financial aid award will be required to remain current in their tuition payments for the entire school year.

Parents who desire financial aid must reapply for financial assistance for the next school year. Information and applications are available at TADS, online at [www.tuitionaid.com](http://www.tuitionaid.com) beginning December. Parents must submit all required documents by February 15 in order to be considered for financial aid for the following school year. Applications which fail to meet the deadline will be considered only if there are funds available. All information provided is kept strictly confidential.

## Insurance

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All students, staff, and volunteers must have medical insurance to participate in any school sponsored activity, including but not limited to camps, excursions off-campus, off-island, and out-of-state trips.

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