

Kihei Charter School

Student Handbook

High School

Addendum 2019-2020

July 15, 2019

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High School Grading Scale

The KCS High School grading scale (with the percentage earned, the letter grade equivalent and comparable GPA equivalent) is as follows, and this includes all non-AP virtual courses:

97 - 100	A+	4.3
94 - 96	A	4.0
90 - 93	A-	3.7
87 - 89	B+	3.3
84 - 86	B	3.0
80 - 83	B-	2.7
77 - 79	C+	2.5
74 - 76	C	2.3
70 - 73	C-	2.0
60 - 69	I	0.0
00 - 59	F	0.0

Grades earned in Early Admit (EA) dual enrollment courses through the University of Hawaii Maui College (UHMC) and Advanced Placement (AP) courses taken virtually through Acellus will be weighted as follows:

A	5.0
B	4.0
C	3.0
D	1.0
F	0.0

**** Please note: It is **not** the expectation of the school that students participating in the Early Admit program earn "D"s. It is also not the intention of Early Admit for students to earn below average grades – doing so indicates the student may not be ready to participate in collegiate level courses. If a student receives a "C" or "D" in an Early Admit course, the student's continued participation in Early Admit will be reviewed. In the case of a "D", there will be a mandatory meeting with the student, parent, advisor, and school administration to review courses and determine the student's schedule for next semester.

Promotion

Each student must earn a minimum number of credits in order to be promoted to the next grade level:

- Grade 10: Must have earned a minimum of 5 credits

- Grade 11: Must have earned a minimum of 11 credits
- Grade 12: Must have earned a minimum of 17 credits

Promotion only takes place prior to the start of the school year. Once retained, a student must remain in that grade level for the entire school year. There are no mid-year promotions. Students retained in the 10th grade are required to participate in mandatory state testing.

Withdraw/Drop Policy

The Withdraw/Drop policy for students who choose to drop a KCS or Acellus virtual course after its start date, effective for school year 2019-20, is as follows:

- A class that is dropped within three (3) weeks of the start date will not appear on a student's final transcript
- A class that is dropped three (3) to six (6) weeks after its start date will appear on a student's final transcript with a "W" to indicate that the student had withdrawn from the class.
- A class that is dropped later than six (6) weeks after its start date will appear on a student's final transcript with an "F".

UHMC Early Admit courses are also subject to UHMC's Withdraw/Drop policies, which could incur tuition fees for the student.

Early Admit College Program

Early Admit (EA) is a program offered through a partnership with the University of Hawaii Maui College (UHMC). It allows students to take college level courses and earn credit towards high school graduation and for college.

Any student enrolled in 11th or 12th grade who:

- Is under the age of 21
- Fulfills and complies with college campus requirements
- Completes admissions forms: UH application and Early Admit Application
- Obtains health clearances: TB (no older than one year prior to the first day of the semester) and MMR clearances
- Achieves appropriate math and English scores on COMPASS placements
- Maintain acceptable academic standing
- Pays college tuition, fees, and applicable textbooks and supplies

Early Admit offers a limited number of GEAR UP scholarships for eligible low-income students to cover the costs of one course.

Exceptions may be made for 10th grade students who demonstrate exceptional academic and personal responsibility and maturity and who receive approval from both KCS and UHMC.

Students earn one (1) high school credit for each semester Early Admit course they successfully complete. The decision to begin taking college courses early is an important one, and it is one that involves the student, the student's advisor, his or her parents, school administration and Maui College.

Students who are successful in Early Admit are students who are self-motivated, responsible, organized, have good study skills, and do not have behavior/discipline issues.

KCS, in its efforts to make Early Admit available to all eligible students, will cover 50% of the cost of tuition for all students, and 100% of the cost of tuition and fees for students who qualify for free/reduced lunch. (Please note that the school will only reimburse for courses not covered by GEAR UP scholarship). In addition, the school will also offer this same tuition assistance for students who enroll in UHMC courses that do not qualify as Early Admit but are pre-approved by the KCS Early Admit counselor as part of a student's preparation for a career and the world of work.

UHMC will be offering two classes per semester on site in our high school facility. KCS will cover 50% of the tuition for all students who choose to take these on-site classes.

Early Admit classes are those that are 100 level or above. The school does not support non- Early Admit classes with tuition except those approved by the KCS Early counselor on the basis that it aligns with career track preparation (for example courses taken within the construction or culinary arts academies that are below 100 level).

KCS will make its share payments directly to UHMC once the student has enrolled in their classes. Please be aware that any student with an excess of \$20 in outstanding KCS lunch balance will have their tuition payment reduce to first be applied to cover their outstanding lunch balance.

It is not the expectation of the school that students participating in the Early Admit program earn "D"s. It is also not the intention of Early Admit for students to earn below average grades – doing so indicates the student may not be ready to participate in collegiate level courses. If a student receives a "D" in an Early Admit course or the grades in KCS classes fall below expectations, the student's continued participation in Early Admit will be reviewed. In the case of a "D", there will be a mandatory meeting with the student, parent, advisor, and school administration to review courses and determine the student's schedule for next semester.

The school will also not continue to fund low grades. If a student earns a D or below in a course, they will be required to cover the full cost of tuition for the next semester and they will be restricted to taking only one course. If the student earns a grade of B or above in the course, KCS will then reimburse its appropriate share of tuition for that course to the parent after the grade has been finalized for the semester. This probationary period will be limited to one semester if the student earns a grade of B or better in the subsequent semester; however, if the student does not meet that expectation, a mandatory meeting will be held to determine the student's eligibility to continue with Early Admit. If they are granted permission to do so, they will remain on financial probationary status until they earn a grade of B or better.

If a student drops a class during the semester, the family will then assume responsibility for the full tuition for that class. KCS will invoice the family for the amount owed to the school.

Graduate of Kihei Charter School

A KCS graduate is a young person who:

- Is self-directed
- Is globally aware
- Is civically literate and engaged
- Can think critically and problem-solve
- Can communicate effectively with a variety of audiences
- Demonstrates positive interpersonal skills
- Can apply relevant information skills and is technologically literate
- Is financially literate
- Has demonstrated mastery of core content and knowledge
- Understands that effort creates ability
- Is prepared to be a lifelong learner
- Takes ownership for their actions and decisions, and the consequences, good or bad, of those actions and decisions
- Understands that everything speaks and therefore makes every effort to communicate effectively and utilize appropriate interpersonal skills
- Demonstrates stewardship for our unique island environment, resources, and culture
- Has the desire to address community issues and problems and a desire to be a community leader
- Possesses the desire and the ability to innovate unique solutions to the problems of the 21st century.

Commencement Ceremonies

High School graduation ceremonies are held at the end of each semester. It is the policy of the local school board that "a student may not participate in any official graduation ceremonies or activities unless they have met all graduation requirements." In order to participate in graduation, a student must first settle all accounts with the school.

Valedictorian

For a student to receive Valedictorian recognition, the following must apply:

- The Valedictorian must be a 12th grade student who is graduating with their cohort class during the spring.
- The Valedictorian must have attended KCS for at least five (5) consecutive semesters.
- The Valedictorian must have the highest calculated cumulative GPA (weighted) in their graduating class, as calculated after the first semester of their senior year.

In the case of more than one student having the highest GPA in the graduating class; KCS will recognize more than one valedictorian.

Director's Choice Award

Each year the Director will choose a student to receive the recognition of Director's Choice Award for graduation. In order to receive this recognition, the following must apply:

- The recipient must be a 12th grade student who is graduating with their cohort class in the spring.
- The recipient must have attended KCS for the entirety of their high school career.
- The Director's Choice Awardee must exemplify the Vision of a KCS graduate.

Only one student will be chosen from each graduating class to be recognized as the Director's Choice recipient.

James Sparke Meritorious Award

Each year a member of the graduating class will be honored as an outstanding student, athlete and citizen. To qualify for the award a student must:

- Be a member of the graduating class.
- Have attended KCS for four years of high school.
- Have participated in MIL athletics for all four years of high school.
- Displayed sportsmanship, leadership and integrity on and off the playing field.
- Epitomize the values of taught by former Athletic Director James Sparke.

The Chief Operating Officer will chair the selection committee. Only one recipient will be honored annually.

School Events

All school rules and expectations (including the dress code) are enforced during school events. Parents/Guardians will be called to pick up students who are not meeting expectations and the appropriate consequences will follow.

- Age limitations on guests for events are enforced.
- Guests must be in grades 9-12 and not older than 20. Valid pictures IDs are required for guests. No picture ID = No entry.
- The school reserves the right to refuse entry to anyone who is dressed inappropriately, is suspected of being intoxicated/under the influence of an illicit substance, or does not have a valid picture ID.

Sports, Athletic Teams, Extracurricular Activities

In order to participate in extracurricular sports or activities, high school students must not have any 'F's in their core courses and maintain a 2.0 GPA or above. Grades will be checked on a weekly basis during the season. If a student is failing a course, they are not eligible to attend practice or compete until the grade is raised at school on the day of an event, activity, or game is required. Students may participate on our cross country, bowling, paddling, golf, tennis or track and field teams. If KCS does not offer a team in a given sport, students may play for their "home" school (ie. the public high school nearest to their home). More detailed information can be obtained directly from the Athletic Coordinator.

PROGRESSIVE DISCIPLINE PLAN
STUDENT BEHAVIOR CODE (Point System)

Most routine discipline problems at the Kihei Charter High School will be dealt with using four steps. These steps may vary due to situations in individual classrooms.

- A. The first time a student breaks a rule; the staff member will give the student a verbal reprimand, or take other appropriate action.
- B. The second time the student misbehaves, the staff may decide to take away a privilege or take other appropriate actions. This action will be logged in Powerschool by the staff member.
- C. For the third offense, the discipline support staff will contact the parents telling them of their child's unacceptable behavior. The staff may also administer a consequence, and log in Powerschool.
- D. On the fourth offense, the student will be referred to the Dean of Students. The Dean will also administer a consequence ranging from detention to out-of school suspension, etc. If the student is kept after school, the parents will be notified in advance.

These routine steps will take care of most problems with misbehavior. However, steps have been determined for more serious or continued behavior.

The purpose of a discipline system is to:

- * Improve the educational environment for students, teachers, parents and staff. Inform students and parents of rules and policies.
- * Record discipline violations in a systematic way.
- * Predetermine disposition for violations, when possible.

Parents and students must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools, school vehicles, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property, or at any school event.

The vehicle used to implement the discipline system is a point system. All points will be assessed by the Dean of Students, as the result of behavioral referral. Teachers will try to resolve problems prior to referring a student to the Dean's office.

This policy applies to the entire academic year, all academic levels, and is the behavior code for our students at school and at all school sponsored events. Athletic codes of conduct may extend beyond the academic year.

A. Levels of dispositions are as follows:

At all levels parents or guardians will be notified by telephone contact, a copy of referral form to be signed and returned, or information emailed home informing parents or guardians of violations of this behavior code. Parental conferences may also be necessary at various times during the year to help modify behavior.

Whenever deemed appropriate, counselors, outside agencies, and law enforcement officials may be brought into the process.

Any points assessed during the last fifteen (15) days of school will be held over to the following year on the individual's point record.

1. At one (1) point the consequence will be from a warning to a detention.
2. At two (2) points the consequence will be a detention
3. At three (3) points the consequence will be a detention and a parent conference.
4. At four (4) points the consequence will be one-day suspension.
5. At five (5) points the consequence will be two-day suspension
6. At six (6) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 3-5 full days of out-of- school suspension.
7. At seven (7) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 5-10 full days of out-of- school suspension.
8. At eight (8) accumulated points a parent conference will be held informing them of the student's status. The consequence at this level will range from 10-15 full days of out-of-school suspension.
9. **After reaching 9 points a parental conference will be held. The conference will include a member of the Board of Governance and an administrator.

10. At ten (10) points the consequence is immediate suspension from school and recommendation to the Board of Governance for expulsion from school.

NOTE: No credit will be given for daily assignments during time of suspension. Tests, projects, and long term assignments that occur, during the suspension but cover more than the days of suspension will receive credit.

B. Point Roll Backs

1. If a student accumulates zero (0) points for ten (10) school calendar days, their individual point total will be reduced by one (1) point by action of the building administrator, and every 10 school days thereafter.
2. When a student ends the current school year, all points will be rolled back to zero (0) for the next school year. However, any student who is given points the last fifteen (15) days of school or long term suspension issued by the Board of Education - those will be CARRIED OVER to the next school year.
3. Upon returning from a long-term suspension issued by the Board, the student will begin with zero (0) points.
4. A student may earn positive points to erase discipline points by committing service hours to the school. 1 Positive point can be earned for each 2 hours of service.

Community Service hours can be earned through the following, but not limited to:

1. Gardening help
2. Janitorial duty (sweeping, scrubbing desks and chairs, trash collection, etc)
3. Peer Tutoring
4. Organizing the school lending library
5. Cafeteria Duty

POINT ASSESSMENT

C. One (1) Point Violations

1. Disrespect to school official, teacher or staff employee

2. Skipping class
3. Leaving class without permission
4. Possession of inappropriate items, including but not limited to toy guns, water balloons, pea shooters, spit wads and other non-weapon items, which when used create minor disruptions
5. Disorderly conduct, or physical contact (pushing, etc.)
6. Missing a detention without making alternative arrangements
7. Misuse of permits or giving false information (the act of illegally using writing, or displaying in writing the names of another person, falsifying times, grade, addresses, absence excuses, or other information on school forms)
8. *Skipping school (per day)
9. Off campus without permission
10. Cheating on classroom assignments or tests (refer to teacher's class rules for effect on grade)
11. Six or more tardies to a class during one semester (persistent disobedience)
12. Violations of the school dress code
13. Public displays of affection
14. Loitering in any area for other than intended purposes (bathroom, parking lot, etc.)
15. *Behavior that infringes on the rights and/or safety of others
16. *Obscene and/or lewd behavior and/or language (obvious suggestive sexual gestures exhibited in view of students or staff member: profane language - the act of swearing or cursing).
17. *Willful destruction or defacement of school property or the property of others (damage less than \$100.00; restitution is expected)
18. Possession of lighters, matches, or laser pointers
19. *Copying or tampering with another person's computer file or a school owned program/system or any school record.

20. Cell phone policy violation
21. *Gambling (ex. Poker)*
22. *Theft of school property or the property of others (value less than \$100.00; restitution is expected)
23. Failure to report directly to the office for disciplinary action

D. Four (4) Point Violations

1. *Use of or possession of tobacco, vapes or similar devices (per offense)
2. *Fighting or provoking a fight
3. *Physical attack/assault
4. *Unauthorized sale of items
5. Persistent disobedience/Inappropriate Aggressive Behavior toward staff
6. Cyberbullying
7. *Insubordination (refusal to comply with reasonable request of school authorities or gross disrespect to school personnel)
8. *Extortion or physical threats for favor or money

E. Six (6) Point Violations

1. *Willful destruction or defacement of school property of others (damage of \$100 or over; restitution is expected)
2. *Possession of firecrackers or explosives of that nature
3. *False fire alarms
4. *Indecent exposure (flashing, mooning, etc.)
5. *Inciting others to violence or disobedience
6. *Sexual harassment (consistent with Board policy)

F. *Eight (8) Point Violations

1. *Arson (setting a fire)
2. *Bomb threats
3. *Unprovoked assault on a teacher, student, school employee, or any other person on school property or at school sponsored events
4. *Use of, under the influence of, or in possession of alcohol, illegal, or non-prescribed drugs, inhalants, look-alike drugs, or paraphernalia on school property or any school sponsored activity
5. *Possession or use of pepper spray, tear gas, smoke bombs or similar devices
6. *Unauthorized sale, possession, or use of illegal or dangerous weapons (knives, pipes, clubs, firearms, bombs, incendiary devices or any object which can cause bodily harm)
7. *Threat or implied threat to student/school employee or their property

*Denotes - Possible Legal Action

This code may later be amended to include any other violation not specified.

All inappropriate violations or actions not covered in this code can be dealt with by the building administrator assessing from one (1) to ten (10) points depending on the severity of the offense.

NOTE: Out of school suspensions totaling no more than ten (10) days may be imposed on Special Education students under an existing IEP. Each time a new IEP is held, a new ten (10) day "clock" begins. In the event that a longer term of suspension is sought for a special education student, a conference must be convened to determine whether the student's program is appropriate, whether the student was aware of and understood the rules and whether the misbehavior was a manifestation of the student's handicap. If the IEP established that the student's program was appropriate, that the student was aware of and understood the rules, and that the student's misbehavior was not manifestation of the handicap (and this determination is not appealed) then a suspension of more than ten (10) days may be imposed. However, even under such circumstances, the District is not permitted to terminate special education services, but must continue to provide special education services even during the course of a long-term (more than ten (10) days) suspension, it is appropriate that another conference be convened to determine what certain special education services will be provided to the student during the suspension term.

Dress Code

Unacceptable:

- Items that display/contain profanity or exhibit and/or promote drugs, alcohol, or sexual themes
- Items that display/contain statements or symbols that are derogatory to one's race, gender, national origin, religion, or sexual orientation Items that may be interpreted as promoting gang activity or an affiliation with gang activity
- Items that cause underwear to be exposed, including wearing undershirt tank tops (and including transparent clothing)
- Spaghetti straps tank tops and tube tops
- Shorts and skirts that do not reach finger length (arms straight down from shoulders)
- Items that expose a student's hip bones or pelvic region
- Items that can be considered "midriff" or "crop tops"
- Bathing suits, pajamas, lingerie, beach cover-ups, hats, and sunglasses inside of school.
- Items that do not sufficiently cover the body
- Bare feet (i.e. not wearing shoes)
- Items that damage the floor, furniture, school or other property
- Hats, bandanas, and hoods (may be worn outside of the school building only)

Students who do not meet dress code expectations may result in one and/or a combination of the following:

- Wearing of appropriate clothing as provided by school
- Wearing of inappropriate apparel turned inside out
- Calling a parent to bring appropriate clothing to school
- Reflective writing, if the behavior is persistent
- Behavior contract, if the behavior is persistent
- Suspension, as a result of persistent, insubordinate behavior

FAQs

Below are some FAQ's that will assist parents in supporting our students:

- *Who do I contact if my child is absent?* **Parents should contact the front desk at 875-0700 regarding all attendance matters.**
- *Who do I contact if my child is struggling in a particular class?* **Parents should contact their child's teachers directly regarding any questions or concerns about a class.**
- *Who do I contact if my child is struggling significantly, or experiencing other non-academic issues, or have a general school-related question.* **Parents should contact their child's advisor directly.**
- *What are the drop off/pick up times and protocol?*

High School - 8:25 – 2:25; Wednesday 8:25-1:25 Early drop off 7:30 Late pick up 15 minutes after dismissal.

Open Lab one hour after school for students in grades 9-12 Monday through Thursday. There is no KYC transportation after open lab.

- Students should be dropped off in front of school. Parents must NOT park in drop off lane.
- Pick up in front of school. Traffic must be able to flow. If your child is late getting out, please circle around so that other parents may pick up their child.
- *Is there breakfast available?* **Breakfast is available from 7:35-8:05**
- *What are the open lab times and requirement for students?* **One hour after school Monday through Thursday. Students MUST have schoolwork to complete – there are no opportunities to play games.**

Open lab begins 5 minutes after dismissal for students in grades 9-12. Students will not be admitted into the lab after that time. Parents are required to pick up students immediately after lab is over. There is no KYC transportation after open lab.

- *How does my child pay for lunch?* **Parents may pay for student lunches at the front desk. School lunch is \$4.00**
- *How will I learn about the variety of online curriculum and powerschool grading procedures?* **Parent orientations will be held one week after the beginning of the school year. These trainings are mandatory and needed for the success of the student(s). Parents are responsible for checking powerschool gradebook regularly**

- *How often will I get to meet with my child's teacher?*
 - **Parent/teacher conferences are scheduled in the Fall and Spring for elementary school students.**
 - **Students in grades 9-12 will participate in student led conferences twice during the school year. Students will share their digital portfolio with parents and share plans for growth during their academic term. Parents also may schedule a conference with their child's teacher at any time by sending a request to the teacher via email.**
 - **Parent participation during conference times are mandatory and necessary for the success of the student.**

- *Are there any open house events I am able to attend?*
 - **Parents are invited to attend student exhibitions twice/year at the end of each semester. The purpose of the exhibitions are for students to showcase what they have learned throughout the semester.**

- *Where can I go if I need more information?*
 - **The front desk (875-0700) is open from 7:30 – 4:00 Monday through Friday.**
 - **Staff emails are first initial, last name @kiheicharter.org.**

Kihei Charter School - 2019-2020

Consent and Agreement and Photo Release

- I have read the Kihei Charter School Student Handbook
- I understand the policies and procedures explained in the handbook
- I agree to comply with all policies and procedures of Kihei Charter School

Parent Signature:

Date:

Student Signature:

Date:

In addition, I hereby authorize and consent to the taking of photographs and video recordings of my child by Kihei Charter School and its partners. I hereby authorize and consent to the use of such photographs and video recordings in connection with newspaper stories, television programs, teaching, website, and publicity about the school.

Parent Signature: _____ Date: _____

OR

No, I do not authorize and consent to the taking of photographs and video recordings of my child by Kihei Charter School and its partners, nor do I authorize and consent to the use of such photographs and video recordings in connection with newspaper stories, television programs, teaching, web site, and publicity about the school.

Parent Signature: _____ Date: _____

Kihei Charter School –Parent Authorization for Travel 2019 - 2020

Dear Parents and Guardians:

Permission is requested for your student to participate in many out-of-school/field-based activities for the 2017-2018 school year. This permission slip will serve as the universal permission for your child this school year.

Name of Student: _____ Home Phone:(_____)_____

Emergency Contact #1: _____ Phone #1(_____)_____

Emergency Contact #1 relationship to student: _____

Emergency Contact #2: _____ Phone #2: (_____)_____

Emergency Contact #2 relationship to student: _____

Emergency Contact #3: _____ Phone #3: (_____)_____

Emergency Contact #3 relationship to student: _____

My student **HAS** permission to participate in out-of-school activities this school year: _____

MEDICAL INSURANCE COVERAGE

In order to participate, students must be covered by medical insurance.

My student has medical coverage with: _____ Policy # _____

I grant permission for said student to participate in out-of-school activities, and to travel by means of transportation as required. In the case of an emergency, every effort will be made to contact the number listed on this form. In the case of illness or injury to said student, I hereby consent and authorize such medical or dental treatment as deemed necessary, and agree to pay for such medical and dental costs if incurred. I hereby release Kihei Charter School and all adult leaders from any liability and from any and all claims against them, individually or collectively, for any injury that might be received during this field trip or activity, or in traveling to and from such field trip destinations.

Print or type Parent's/Guardian's name: _____

Parent/Guardian's signature: _____ Date: _____

Course Descriptions

ADVISORY

Advisory courses at KCS aim to provide students with academic and social support, mentoring and guidance. Additionally, advisory serves as the core tool for establishing school mission, vision, and values, as well as integrating 21st century skills into all aspects of learning. Through frequent grade checks and formal academic conferencing, students also learn to monitor and reflect upon their academic progress.

ADV9 9th Advisory

Gr 9 .5 credit/year

9th grade advisory helps students explore the question, "Who Am I?" Students develop their KCS portfolios, identify and create S.M.A.R.T goals, develop healthy strategies to manage stress and succeed in school, and engage in team building activities to build positive school culture.

ADV10 10th Advisory

Gr 10 .5 credit/year

10th grade advisory helps students explore the question, "Where Am I From?" Students develop a more holistic understanding of where they and their peers are coming from, facilitating empathy and broader perspectives. Positive choice making and healthy relationship building are also emphasized.

ADV11 11th Advisory

Gr 11 .5 credit/year

11th grade advisory helps students explore the question, "Who Am I Becoming?" Students continue to deepen their connection to the school community by engaging in leadership and service. College and career exploration, as well as test preparation, are also emphasized. 11th Advisory occurs one per week and aligns with students' Junior Seminar course.

ADV12 12th Advisory

Gr 12 .5 credit/year

12th grade advisory helps students explore the question, "Where Am I Going?" Students receive support as they begin to make post-high school college and career plans and prepare for their end-of-year graduation defense. Students complete their online high school portfolios, which are presented in front of a panel of professionals during their defense. 12th Advisory occurs once per week and aligns with students' Senior Seminar course.

ART**ART100** Fundamentals of Art and Design

Gr 9-12 1 credit/year

Students develop an awareness and appreciation of the visual experience, art history, and use 21st century skills to create a variety of 2D and 3D media: drawing, painting, collage, computer design and printmaking. Students will be expected to research and talk about art history and create a portfolio of their work at the end of the year.

ART200 Advanced Art and Design

Gr 9-12 1 credit/year

An advanced level course in drawing and painting with an emphasis on developing a deeper understanding of art and art history. The course concentrates on applying the elements of art and principles of design in a variety of media. Studio experiences include drawing, painting, illustration, digital media and printmaking projects. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio.

ART300 Media Studies and Yearbook

Gr 11-12 1 credit/year

Media Studies and Yearbook is a one-year elective that produces the school yearbook. Members of the staff are expected to have a high level of maturity and the ability to work independently. Students will develop skills in graphic design, photography, journalism, marketing, budget management, copywriting, and project management. Students will be expected to develop skills necessary to effectively produce the yearbook. A strong commitment to meeting deadlines is required, including any necessary weekend or after-school work.

ART301 Band

Gr 11-12 .5 credit/year

Band provides the opportunity and instruction for students who wish to expand their musical skills and participate in music performance groups. The course focuses on the development, continuation, and expansion of basic learning about musical keys, notation, rhythm, beat and format of pieces. By the end of the course students should be able to recognize, understand, and play basic sheet music. No experience is necessary – only the will and desire to play an instrument.

CIVIC LITERACY AND ENGAGEMENT

Civic literacy addresses the skills needed for citizenship development as well as the connections to existing standards in reading, writing, speaking, listening, and critical thinking skills. As graduation requirements, civic literacy and engagement courses shape students into knowledgeable, caring, connected community members and teach the value of service.

COMMSVC1 Community Engagement

Gr 10-12 .5 credit/year

Students engage in service and community-based learning projects, while exploring the value of service and the positive difference they can make in their immediate communities.

HAW100 Community and Cultural Engagement

Gr 10 .5 credit/year

This course introduces the issues, challenges and opportunities of civic life in Hawai'i in the 21st Century. It provides a foundation for understanding the roles of community engagement and social action in democratic citizenship and local stewardship, as well as an opportunity to explore strategies for responsible social and environmental change.

Students have the opportunity to interact with community leaders who help make Maui a better place.

ENGINEERING

EN100 Introduction to Engineering Design

GR 9 .5 credit/year

This course teaches problem-solving skills using a design development process. Part A of the class introduces students to elements of design and drafting techniques through the use of Autodesk Inventor solid modeling computer design software. Part B of the class builds on part A, utilizing elements of model and product design. Solutions are created, analyzed and communicated using Autodesk Inventor solid modeling computer design software.

EN200 Principles of Engineering

Gr 10 .5 credit/year

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Prerequisites: Introduction to Engineering Design

EN300 Advanced Engineering

Gr 11-12 .5 credit/year

LANGUAGE ARTS

****ELA100** English 9: Communication Fundamentals

Gr 9 1 credit/year

Communication Fundamentals introduces the use of research methods, including the use of primary and secondary sources and how to effectively evaluate the credibility of sources. Students will learn how to summarize, paraphrase, and quote information, as well as how to properly cite sources. Students will use research skills to develop arguments in persuasive writing, how to form and defend a thesis, and how to prepare for a debate. Students will also broaden oral communication skills by participating in a debate, giving presentations, as well as working in cooperative groups and participating in classroom discussions. enhance their evaluation skills by determining the credibility and accuracy of sources.

ELA200 English 10: Oral/Written Communication

Gr 10 1 credit/year

Students explore perspective and point of view by comparing and contrasting specific topics written by different authors, including key texts from American literature. Students use their knowledge of perspective and text structure to write informative essays, persuasive speeches, and creative writing assignments. Students develop oral communication skills through presentations, cooperative group work, and classroom discussions. Students also learn how to analyze and critique primary and secondary sources to use within research and understand the limitations of both kinds of sources.

Prerequisite: English 9

ELA300 English 11: Expository Writing

Gr 11 1 credit/year

Students further develop their reading, writing, research, and presentation skills by exploring global literary and informational texts. Through an exploration of multi-genre texts, students produce clear, thoughtful, and coherent writing that is appropriate to task, purpose, and audience. Students also gain an advanced understanding of how literary devices such as satire, irony, and figurative uses of language give power to rhetorical speech and writing. Through collaborative and individual work, students use technology to produce and publish their writing, as well as to respond to feedback and new information.

Prerequisite: English 10

****ENG400** English 12: Academic Writing

Gr 12 1 credit/year

This course will focus upon producing quality writing that effectively communicates to specific audiences in a professional environment. There will be an emphasis on the use of clear language and composition that impacts the reader by being easily understood by the intended audience. The writing may be for analysis, self-expression, and information sharing, persuading or stimulating debate. There will be an emphasis on drafting, editing and revising text for purpose, style, clarity, and impact. Students will be exposed to different types of writing projects to address individualized college and career readiness goals. Writing styles include: Academic writing for college reports; professional writing to the standards and styles demanded by professional situations; and creative expressive writing.

MATH

MA100 Algebra I

Gr 9 1 credit/year

Algebra I is a comprehensive course that includes topics such as operations in the real number system, solving equations and inequalities, proportional reasoning, equations of lines and graphing, linear functions, absolute value functions, solving systems of linear equations, laws of exponents, polynomials and factoring, simplifying and solving complex fractions and radicals, quadratic functions, and transformations of functions. Algebraic thinking skills are developed through a variety of classroom activities, hands on projects, real world problem solving, class discussions, note taking, and utilizing technology.

MA200 Geometry

Gr 10 1 credit/year

This course formalizes what students have learned about geometry in the middle grades, with a focus on reasoning and making mathematical arguments. Students develop geometric reasoning skills, such as analyzing rigid motions, completing formal constructions, and writing proofs. Some of the topics in this course include proving circle, triangle and polygon properties, transformations, area, the Pythagorean Theorem, volume, similarity, trigonometry, and logic.

Prerequisite: Algebra I

MA301 Algebra II

Gr 11-12 1 credit/year

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena and collecting and analyzing data. Topics include solving linear inequalities and absolute value equations, direct variation, linear functions, piecewise functions, and linear modeling. Families of graphs and systems of equations lead into solving quadratic equations and modeling quadratic functions and complex numbers, followed by solving and graphing polynomial functions, rational and radical functions, exponential and logarithmic functions, and basic trigonometry. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Prerequisites: Algebra I, Geometry

MA302 Consumer Math

Gr 11-12 1 credit/year

In Consumer Math, students study and review arithmetic skills they can apply to their personal lives and future careers. The first semester of the course focuses on topics related to personal finance. During the second semester, students have a brief introduction to broad economic and financial concepts and apply the knowledge gained throughout the course on a personal finance project.

MA400 Precalculus

Gr 11-12 1 credit/year

This course is designed to cover topics in Algebra ranging from polynomial, rational, logarithmic and exponential functions to conic sections, vectors and matrices. It is also designed to cover topics in discrete math, probability, sequences and series.

Trigonometry concepts such as Law of Sines and Cosines are introduced. Students begin learning calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college pre-calculus or calculus courses.

Prerequisite: Algebra II

PHYSICAL EDUCATION AND HEALTH

HEALTH9 Health

Gr 9 .5 credit/year

Health is a face-to-face/online hybrid course that is aligned with National Health Education Standards. Students explore goals and decision making, social/emotional health and bullying, mental health, anatomy and disease, sexual health and family planning, injury prevention and safety, nutrition and wellness, skincare, healthy habits, and how health insurance works.

FIT10 Wellness

Gr 10 .5 credit/year

Wellness builds on the content from Health and focuses on individual overall well-being. Students learn self-awareness and how to make healthy choices to gain and sustain a fulfilling life through projects, discussion, and current events. Wellness offers students a unique focus on all around health: mental, emotional, spiritual, and physical.

PE101 Physical Education 9

Gr 9 .5 credit/year

Designed to meet the National Association for Sport and Physical Education standards, students will set goals for physical fitness and monitor progress toward meeting identified goals. Students will access community opportunities for physical activity and demonstrate an understanding of the benefits of physical activity. Students learn to gather and monitor personal heart rates in resting and active states in a variety of physical activities. They learn to correlate heart rates to rates of perceived exertion (RPE).

FOCUS ON TEAMWORK AND INDIVIDUALITY WITHIN A TEAM. PREPARES THEM FOR NEXT LEVEL (COMBO OF TEAM SPORTS AND INDIVIDUAL PHYSICAL ACTIVITIES).

****PE102** Physical Education 10

Gr 10 .5 credit/year

Designed to meet the National Association for Sport and Physical Education standards, this course builds on the skills and knowledge gained in Physical Education 10.

INTRODUCES STUDENTS TO PHYSICAL ACTIVITIES THAT THEY CAN MAINTAIN FOR THEIR LIFETIME. OUR 21ST CENTURY APPROACH IS MOVING AWAY FROM TEAM SPORTS AND TOWARD INDIVIDUAL HEALTH AND GROWTH THROUGH PHYSICAL EDUCATION.

****PE300** Physical Education 11/12

Gr 11-12 .5 credit/year

This course is designed to meet the NASPE standards. Students will set goals for physical fitness and monitor progress toward meeting identified goals. Students will learn to access community opportunities for physical activity. Students will learn to demonstrate an understanding of the benefits of physical activity and the role it plays in healthy living. Students learn to gather and monitor personal heart rates in resting and active states in a variety of physical activities. They will learn to correlate heart rates to rates of perceived exertion (RPE).

FOCUS ON CROSS TRAINING AND ADVANCED PHYSICAL, CARDIO MOVEMENT.

PROJECTS AND PERSONAL GROWTH

JR101 Junior Seminar

Gr 11 1 credit/year

Junior Seminar is designed to develop students' independent project skills, emphasizing in-depth application of 21st Century Skills. Students complete a semester-long independent project that is meaningful to their lives and interests. The project challenges to students to refine their academic research and writing, peer feedback skills, collaborative and interpersonal skills, and self direction skills. In the second semester, students engage in standardized test prep, college and career readiness activities, and explore internship opportunities. All students end the course with an internship plan, which is carried out over the summer.

INT400 Internship

Gr 11/12 .5 credit/60 hours

During the summer, in between their junior and senior years, students complete a 60 hour internship with which they develop professional skills, interests, and a level of comfort in working with adults and advocating for themselves in the world outside of school. The internship experience should connect and end with students' senior projects. Students must complete all required documentation in order to receive credit.

SR100 Senior Seminar

Gr 12 1 credit/year

Senior Seminar further develops students' independent project skills and academic/professional writing skills. Students write an in-depth project proposal to create a product or service that displays their learning and development of 21st Century Skills. Students present their project to a variety of audiences, including their peers, lower-division students, their community, and a panel of professionals during their graduation defense. This course prepares students for their graduation defense, in which students present for approximately 1 hour to a panel of teachers, administrators, and board members. Family members and student mentors are also encouraged to attend. The Senior Graduation Defense is a major component of the Kihei Charter graduation process.

SCIENCE

SCI101 Physical Science

GR 9-10 1 credit/year

Physical Science introduces the varied disciplines in the field of science, including chemistry, earth and space sciences, and physics. This course follows the Next Generation Science Standards (NGSS) in order to investigate the various disciplines of science and how they relate to our lives. Students learn aspects of each discipline and how the disciplines are interrelated. Students use their knowledge to tackle real world problems here on Maui and investigate ways Maui and Hawaii can become more sustainable using the many tools science provides.

SCI102 Biology

Gr 9-10 1 credit/year

Biology provides an overview of the living world. Topics include the central tenets of scientific thought and exploration, experimental design, cell biology, genetics, evolution, anatomy, and ecology. The course is updated annually to include recent breakthroughs in scientific research. Concepts are explored through reading, online assignments, current events, lectures, and student-driven projects. Strong emphasis is placed on hands-on laboratory activities and students are expected to be active participants in class discussions and activities.

SCI200 Chemistry

Gr 10-12 1 credit/year

This course provides an overview of the conceptual chemistry. Topics include the central tenets of scientific thought and exploration, experimental design, properties of matter, scientific measurement, atomic structure, electron configuration, the periodic table, ionic and covalent bonding, chemical names and formulas, chemical quantities and reactions, stoichiometry, states of matter, the behavior of gases, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, nuclear chemistry, and an introduction to organic chemistry. Concepts are explored through reading, assignments, lectures, laboratory activities, and student-driven projects. The Common Core practice standards are embedded throughout the course in a way to encourage problem solving, critical thinking, and active participation.

Prerequisite: Algebra 1.

SCI301 Field Ecology

Gr 11-12 1 credit/year

Field Ecology is a field-based upper division course that provides an in-depth study of Hawaiian ecosystems with an emphasis on the interactions between organisms and their environment. Topics covered include chemistry of life, natural selection, population and community ecology, biodiversity, and sustainability. Strong emphasis will also be placed on field science methods such as transect and quadrat sampling, designing scientific studies, and community service projects. Students enrolled in this course must be enthusiastic about hiking, snorkeling, and other outdoor activities that may require working in constantly changing conditions that may include heat, humidity, rain, insects, prickly plants, etc. Due to the experiential nature of this course, students who miss more than one class per quarter will not earn credit.

Prerequisites: Biology, Chemistry

SCI302 Marine Biology

Gr 11-12 1 credit/year

Marine Biology is for students that have an intrinsic fascination of the near coastal and marine environment that surrounds the Hawaiian islands. We will examine Native Hawaiian practices that allowed Polynesians to navigate thousands of miles throughout the Pacific and live harmoniously here in the Hawaiian islands. Incorporating the Next Generation Science Standards, we will look at the modern day sciences in order to study the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment and interrelationships among the various disciplines of science. We will combine modern scientific knowledge with traditional knowledge to learn how we can become a more sustainable community and help those around us learn about this fascinating underwater realm.

Prerequisites: Biology, Chemistry

SCI400 Applied Physics

Gr 11-12 1 credit/year

Students learn basic physics concepts through several large inquiry projects. Small group projects typically include the design, construction and testing of parachutes, rockets, crash test vehicles, and catapults. A focus on scientific communication also requires students to design and execute controlled experiments, present original research, critique peer presentations, and write scientific reports in a format similar to peer-reviewed journals. Students will also be introduced to the abstraction bridge model.

Prerequisites: Algebra 1, Geometry

SOCIAL STUDIES

SS101 Social Studies 9 – Participation in Democracy – .5 credit

The course will explore the role of government including the purpose, principles and values of democracy and the historical impact of political institutions. The course will also explore the roles, rights (personal, economic, political) and responsibilities of American citizens. Students will demonstrate how use their understanding and knowledge to engage in local communities, at the state and national level.

SS102 Social Studies 9 – Modern Hawaiian History - .5 credit

This course provides an overview of Hawaii's past and present history. Students will explore the historic, geographic, socio-political, economic, and multicultural development of modern Hawai'i as well as study the effects of change on the people of Hawai'i. Course content begins with a look at pre-contact Hawaiian civilization, the campaign of Kamehameha, then outlines the change brought about by the first foreigner to the islands, continuing on through statehood, and into modern movements and issues.

SS200 Social Studies 10 - U.S. History and Government – 1 credit

U.S. History and Government 1 explores important historical events and topics of the 20th Century including immigration, urbanization, the Gilded Age and Progressive Era, World War I, and the conflicts and transitions of the 1920's. The course explores how each event and era influences laws, power of governmental institutions, and society. Students will identify and be able to explain the role of citizens within each sector of society, including the contributions of minorities and women.

U.S. History and Government 2 explores the events leading up to The Great Depression and FDR's New Deal, World War II, The Cold War, Civil Rights Era, and Contemporary Culture and Society. The course explores how each event and era influences laws, power of governmental institutions, and society. Students will identify and be able to explain the role of citizens within each sector of society, including the contributions of minorities and women.

SS300 Social Studies 11 – World History and Culture – 1 credit

This course examines the development and dynamics of human experience through the lens of world history, focusing on themes such as migration, imperialism, religion and culture, politics, and revolution. Students will keep up with international current events and work collaboratively to explore key themes in world history, write and create multimedia critical reflection pieces, and engage in discussion. Students will use their global awareness skills to understand how politics, economics, religion, social factors, intellectual ideas, and art consistently shape the human landscape of specific geographic regions. By critically and analytically examining decisions, events and ideas of the past, students can make informed decisions about present-day issues, decisions and events.

SS400 Social Studies 12 – Global Issues – 1 credit

Global issues is a social studies course that focuses on themes of culture, politics, economics, geography, and religion as they play out in an international context. Students are expected to gain an understanding of global interdependence by exploring topics such as globalization, international political and banking systems, resource management, and human rights from a variety of perspectives. Students will also be challenged to develop research and critical thinking skills related to the ways in which historical events have shaped the context of present-day cultural, economic, social, and environmental challenges. By exploring a variety of sources from diverse perspectives, students will develop their analytical, writing, and oral presentation skills while also sharpening their awareness of the world they live in.

Spanish

SPAN100 Spanish 1 – 1 credit

Course Description: Spanish 1 Students will learn about the rich Spanish culture and the geography of Spanish speaking countries. Students will have a general introduction to the Spanish language: pronunciation, vocabulary, verb conjugation and basic grammatical structures. Emphasis will be on: listening, and speaking. Students will have the ability to carry on a simple conversation. Students should be prepared to put in extra time memorizing and studying vocabulary and grammatical concepts.

SPAN200 Spanish 2 – 1 credit

Course Description: Spanish 2 builds upon knowledge gained in Spanish 1. Students will broaden their knowledge of Spanish-speaking countries and cultures. This course will also reinforce the skills learned in Spanish I. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Students will be expected to apply them in their writing and speaking.

Prerequisites: Spanish 1 or instructor approval

Graduation Requirements

English Language Arts

4.0 credits

Social Studies

4.0 credits including:

- Modern History of Hawai'i (0.5 credit); and
- Participation in a Democracy (0.5 credit)

Mathematics

3.0 credits including:

- Algebra 1 (1.0 credit); and
- Geometry (1.0 credit); and
- Mathematics basic elective (1.0 credit): *Algebra II, Pre-Calculus, Consumer Math*

Science

3.0 credits including:

- Biology 1 (1.0 credit); and
- Science basic electives (2.0 credits): *Chemistry, Applied Physics, Field Ecology, Marine Biology*

World Language OR Fine Arts

2.0 credits in one of the specified programs of study

Engineering and Technology

1.5 credits including:

- Introduction to Engineering Design (0.5 credit)
- Principles of Engineering (0.5 credit)

Wellness Portfolio

2 credits including:

- PE basic electives (1.5 credit): *PE 9 (0.5 credit), PE 10 (0.5 credit), PE 11/12 (0.5 credit), MIL Sports (0.5 credit)*
- Health (0.5 credit)

Advisory

2 credits including:

- Advisory 9 (0.5 credit)
- Advisory 10 (0.5 credit)
- Advisory 11 (0.5 credit)
- Advisory 12 (0.5 credit)

Projects and Personal Growth

3 credits including:

- Freshman Seminar [c/o 2023+] (0.5 credit)
- Sophomore Seminar [c/o 2022+] (0.5 credit)
- Community Engagement (0.5 credit)
- Internship (0.5 credit)
- Junior Seminar (1.0 credit)
- Senior Seminar (1.0 credit)

Total 25.5 credits