

Volume

**16**

Revised 07/09/2016

***Kihei Charter Public  
High School***

***Student  
Handbook***

***2016-2017***

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**Anything not covered in this handbook, is covered by our agreement that “common sense” will be used to resolve any student issue.**

## **The Mission Statement of Kihei Charter School**

*To conceptualize, organize, and build innovative learning environments with custom designed educational programs that will prepare students for a satisfying and productive life in the 21st Century.*

## **The Vision of Kihei Charter School**

*KCS is an Essential School that focuses on 21st century skills. Student centered learning, personalization, integration characterizes our educational programs, authentic performance based assessment, experiential education, and project-based learning. KCS is a community based school that utilizes the unique resources of Maui to create innovative, creative, independent, life-long learners who are engaged citizens committed to affecting positive change in their community.*

## **The Goals of Kihei Charter School are to:**

- *Develop a highly innovative and valuable learning environment on Maui, unique in the world for what it offers and how it is implemented.*
- *Pioneer a curriculum unique in its blend of research and development in new technologies, the arts, the humanities, and the sciences.*
- *Help establish a grassroots research and development learning environment on Maui by nurturing progress with original creative concepts that spur products, projects, styles, and start up enterprises.*
- *Educate students by providing them with a strong grounding in the arts and sciences.*
- *Culture a creative community by providing a holistic approach that links the concept of valuable, creative, innovative, and culturally enriching work in school with work driven by these goals in the broader community.*
- *Create a project environment that simultaneously supports research and development, knowledge acquisition, and cultures self-expression, self-development, and self-esteem through all learning environments.*
- *Create a continuum of development of student projects and skills throughout grade levels to support these goals.*
- *Nurture and support the continuing education and creative project development of all school staff.*
- *Consider community and world challenge in order to focus curriculum towards making valuable innovations and developing school-wide threads of enterprise in those areas. (Such as renewable energy courses, environmental studies, new media, modeling and simulation, special needs accommodation, agriculture, learning environments, and telecommunication.)*
- *Create and maintain a strong relationship with all segments of the community including, but not exclusively, local businesses, legislators, parents, community leaders, teachers, school support staff, public employee unions, state and county officials, qualified non-profit groups, and other educational and community-minded groups and individuals for the continuing goal of improving education and educational opportunities for our community.*

## **Kihei Charter School – Essential Terms**

- STEM (Science, Technology, Engineering, & Math) focused education for every student.

- Project- Based Curriculum – Student centered learning experiences, with the student as worker and teacher as coach, will be designed to create actively engaged learners focused around an essential question or problem to be solved.
- Blended Learning Model – Students will be actively engaged with a combination of face-to-face lessons and remote learning opportunities such as online courses, teacher class extensions, Running Start College classes, internships, community-based projects, etc.
- College Access – Dual Enrollment: We will continue our partnership with the University of Hawaii, Maui Campus (UHMC) to provide our students with access to Running Start dual-credit college courses.
- Classroom Without Walls – Students will utilize the diverse opportunities available on the island of Maui. Volcanos, rainforests, coral reefs, humpback whales, astronomy research, cultural diversity, and alternative energy, are examples of learning opportunities accessed outside of our school buildings. Not just “field trips,” students will consistently engage in rigorous instructional excursions, working in concert with community partners such as the Kihei Community Association, the Kihei Canoe Club, Kaho’olawe Island Restoration Commission, the Maui Sustainability Group, the Maui Coastal Land Trust, the Haleakala National Park, the Pacific Whale Foundation, the Department of Land and Natural Resources, the Hawaiian Islands Humpback Whale National Marine Sanctuary, and the National Atmospheric and Oceanographic Association and more.

### **Principles of Essential Schools**

Kihei Charter School is aligned with the Essential School model. The Coalition of Essential Schools (CES) is a nationwide consortium of schools committed to school reform and increased academic achievement. CES schools share a common set of beliefs about the purpose and practice of schooling. Based on decades of research and practice, the principles call for the creation of:

- Personalized instruction to address individual needs and interests
- Small schools and classrooms, where teachers and student know each other well and work in an atmosphere of trust and high expectations
- Multiple assessments based on performance of authentic tasks
- Democratic and equitable school policies and practices
- Close partnerships with the school's community

These beliefs form the basis of the educational programs at our school. To find more about the Coalition of Essential Schools and their Common Principles visit them at: [www.essentialschools.org](http://www.essentialschools.org)

### **21st Century Skills**

Another key component of the KCS curriculum program involves our commitment to the school’s mission to prepare students for a productive life in the 21st century. To accomplish this we once again draw from research to align with current thinking. The Partnership for 21st Century Skills is a unique alliance of education, business and government leaders working to fully address the education needs and challenges of work and life in the 21st century. At their website, [www.21stcenturyskills.org](http://www.21stcenturyskills.org), they describe key elements of an educational program that accomplishes this goal. These form the foundation of Kihei Charter School’s Expected School-wide Learner Results for all of our students:

- Information Skills
- Communication Skills
- Thinking and Problem Solving

- Interpersonal Skills
- Self-Directional Skills
- Global Awareness
- Financial, Economic, and Business Literacy
- Civic Literacy and Engagement

### **What is a Charter School?**

From the website [www.uscharterschools.org](http://www.uscharterschools.org):

“Charter schools are innovative public schools providing choices for families and students. Nearly 5,600 new schools have been launched since state legislatures began passing charter legislation in the 1990s. Chartering is a radical educational innovation that is moving states beyond reforming existing schools to creating something entirely new. Chartering is at the center of a growing movement to challenge traditional notions of what public education means. Chartering allows schools to run independently of the traditional public school system and to tailor their programs to community needs. While not every new school is extraordinarily innovative and some school operations may mirror that of traditional public schools, policymakers, parents, and educators are looking at chartering as a way to increase educational choice and innovation within the public school system.”

### **Staff/school contact information**

Website [www.kiheicharter.org](http://www.kiheicharter.org)

#### **Kihei Charter High School (KCHS)**

**Ohukai Campus Phone: (808) 875-0700**

**School Fax (KCHS): (808) 874-6745**

**300 Ohukai Road, Suite #209, Kihei, HI 96753**

**For students and parents to communicate via e-mail with teachers and/or administrators please use the following format:** first initial+last [name@kiheicharter.org](mailto:____@kiheicharter.org)

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## **Expectations of Students**

Kihei Charter School is the only one of its kind on Maui. It offers students truly unique and exceptional opportunities for academic development and personal growth. It is expected that students have chosen the charter school in order to participate in these unique educational opportunities and activities. For the program to successfully function as designed, students must be willing to meet the high expectations that the school has set for them. These expectations are outlined below:

### ***Positive Behavior***

Students are expected to maintain the highest standard of conduct. Our school's facilities are located in non-traditional locations for a school. As these locations are in professional and commercial environments, rather than a traditional school campus, our students must conduct themselves in a manner, which will not distract from or disrupt the other tenants. Students who choose not to conduct themselves in the appropriate manner as outlined by school faculty and administration will face severe consequences as a result. As tenants who rent, the school has very strict terms in our lease that apply to student conduct – disrupting the other tenants is not an option.

A large portion of the Kihei Charter School's curriculum involves fieldwork and outings in vans provided by South Maui Learning Ohana. As representatives of the charter school in the community, students are expected to conduct themselves in an appropriate and responsible manner. Due to safety concerns, students who choose not to adhere to school rules and policies during school outings and field trips will also face severe consequences.

### ***Consistent Effort and Active Participation***

The foundational belief of this school is that “**EFFORT CREATES ABILITY.**” Students are expected to show up each day prepared to positively participate in all activities and to give each of their tasks their best effort. Many of our in-class projects require the students to work together in order to complete the assigned task. In addition to giving their best effort, students are expected to display and employ positive interpersonal skills at all times. Teamwork and the idea of always “**SPEAKING WITH GOOD PURPOSE**” are two of the most important concepts when students engage in group problem-based assignments.

### ***Homework***

Students will also be required to complete extension work, virtual work, or to participate in activities and events outside of school hours (such as exhibitions) as assigned throughout the year. This is part of the commitment that families make by choosing the Kihei Charter School. Students that are unable to complete a class assignment within the time allowed will be expected to complete it on their own time as determined by the facilitators.

### ***Academic and Behavioral Supports***

Kihei Charter School strives to personalize education for each student. In order to support students who struggle to meet the academic and/or behavioral expectations of the school, the student will be offered additional supports with the goal of facilitating them towards academic success. These supports may include, but are not limited to, additional support in the classroom, targeted academic assistance, extended day learning opportunities, counseling, etc. It is the expectation of the school that the school and family work as a collaborative team as needed and that the supports that are offered are utilized by the student and supported by the family.

### **Expectations of Parents**

Kihei Charter School is a school of choice for students and their families. It is expected that parents who choose to enroll their child at Kihei Charter School will demonstrate a commitment to its vision, mission, curriculum, and policies. The belief of the charter School is that students will perform best when both home and school work together to support their educational and personal growth goals. The following are the expectations of parents in the Charter School.

### ***Transportation***

Kihei Charter School does not provide student transportation to and from school. Parents are expected to drive their students to and from school or make the necessary arrangements for their child to safely get to and from school in a timely manner. High school students should not be dropped off at school prior to 7:30 am, or left at school past 4pm, unless participating in after school activities or previously arranged with school personnel. There will be pre-determined drop-off and pick-up procedures that will be shared in depth at the Parent Orientation session prior to the start of the school year.

### ***PowerSchool and Teacher Web Sites***

Teachers are committed to keeping Power School and their web pages as up-to-date as possible and will be consistently uploading such things as: description of student assignments, grading rubrics for student assignments, feedback on student work, comments to parents, etc. It is the expectation of the school that parents will log into PowerSchool and check in with the teacher web sites on a regular basis in order to stay abreast of their child's academic performance and to be better able to support their child's academic progress from home.

### ***Academic and Behavioral Supports***

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### ***Orientations, Open Houses, and Exhibitions***

It is expected that parents will attend any and all mandatory parent orientations, school open houses, and student exhibitions of work throughout the school year.

## **Performance Competencies: The 21<sup>st</sup> Century Skills of Kihei Charter School**

Students will be assessed through performance competencies, which are the school's **Expected School-wide Learner Results**. Known simply as the **21<sup>st</sup> Century Skills of Kihei Charter School**, these are a list of skills and abilities a student must acquire and demonstrate growth in prior to promotion to the next grade level. The full list of 21st Century Skills are described below.

- **Information Skills**

Students will apply relevant computer and handheld technology across the curriculum, and they will integrate new technologies. Students will also read and understand a wide range of literary and informational text for a variety of purposes, and they will apply a variety of appropriate research methods across the curriculum.

- **Communication Skills**  
Students will be able to communicate effectively with a variety of audiences for different purposes, using oral, written, and non-verbal communication.
- **Thinking and Problem Solving**  
Students will demonstrate thinking and problem solving in all curricular areas through projects, application of the scientific method, higher order math skills, and literary analysis.
- **Interpersonal Skills**  
Students will demonstrate respect and positive interpersonal skills throughout all areas of their lives. They will successfully work cooperatively as a member of a variety of teams.
- **Self-Directional Skills**  
Students will demonstrate their ability to understand and monitor their own learning needs and to goal-set. They will complete a portfolio and present it as part of their exit interview with a graduation committee. Students will also demonstrate career readiness, and will connect to the world of work through career explorations and internships.
- **Global Awareness**  
Students will demonstrate an understanding of the thinking, motivations, and actions of different cultures and countries in order to successfully navigate and respond to communities and workplaces extending beyond their neighborhoods.
- **Financial, Economic, and Business Literacy**  
Students will demonstrate an understanding of business processes, entrepreneurial spirit, and the economic forces that drive today's economy. They will also be prepared to make appropriate personal economic choices.
- **Civic Literacy and Engagement**  
Students will demonstrate an understanding of and the ability to analyze and participate in government and in community, both locally and globally, in order to shape the circumstances that impact their daily lives and the lives of others.

### **Standards Based Learning**

Kihei Charter School utilizes a student-centered approach to learning through Project-based Learning and 21st Century Skills. Individual student progress is measured by the **Hawaii Content and Performance Standards and Federal Common Cores Standards**, which are required learning components for all public school students in the State of Hawaii, and through student demonstration of the 21<sup>st</sup> Century Skills. Students make progress through grade levels based upon the sufficient accumulation of these standards and skills. A standard is a piece of work that adequately demonstrates proficiency of an academic concept. The full list of K-12 standards can be viewed here: <http://standardstoolkit.k12.hi.us>

### **Grading Scales and Policies**

Student progress is communicated as a percentage of work completed that meets the standards and as student demonstration of the 21st Century Skills. Students must complete a minimum of 70% in order to

receive credit. The KCS academic year is divided into semesters and students work towards earning half credits each semester (1 credit = 1 years' worth of work). The following is the scale used to convert the percentage of standards competed to a GPA Equivalent.

The KCS HS 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
0 - 59	F	0.0

No credit is granted for semesters in which less than 70% of the standards and 21<sup>st</sup> Century Skills were earned; however, as it is the primary goal of Kihei Charter School to facilitate *all* students towards academic success, the school offers students who earn between 60% and 69% of standards and 21<sup>st</sup> Century Skills within a class during a semester the opportunity to remediate their work towards earning a 70% in the course and thereby earning credit for the semester. This remediation will take place during required afterschool attendance at the start of the next semester or during summer recess. There is a sliding scale of attendance requirement, with a minimum of four (4) hours for any remediation credit. The student will have two weeks in which to remediate work from the previous semester. In order to be eligible for credit remediation, the student must apply directly to the teacher for this opportunity.

**Incompletes “I”s that are not remediated after two weeks, will convert to “F”s with no credit earned on transcripts. No credit is granted for semesters in which less than 59% of the standards were earned.**

Families, via PowerSchool, can track the academic progress of each student. Academic progress will also be reported to families quarterly throughout the year at the end of each quarterly block of classes and projects.

Grades earned in Running Start (RS) dual enrollment courses through University of Hawaii Maui College (UHMC) and Advanced Placement (AP) courses taken virtually through Plato will be weighted as follows:

	A	5.0
	B	4.0
	C	2.0
	D	1.0
****	F	0.0

\*\*\*\* Please note: It is not the expectation of the school that students participating in the Running Start program earn “D”s. It is also not the intention of Running Start 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 a Running Start course, the student’s continued participation in Running Start 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.

## **Withdraw/Drop Policy**

The Withdraw/Drop policy for students who choose to drop a KCS or Plato virtual course after its start date, effective for school year 2016-17, 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 Running Start courses are also subject to UHMC's Withdraw/Drop policies, which could incur tuition fees for the student.**

## **PowerSchool & Teacher Web Pages**

Kihei Charter School is a PowerSchool. PowerSchool is a web-based student information system (SIS) from Pearson that provides real-time information to families— over the Internet. Our brick and mortar programs utilize PowerSchool as a vital communication tool. With PowerSchool, parents gain immediate access to their children's grades, and students can track their own progress.

With PowerSchool, parents can:

- Easily access student grades anytime, anywhere
- Communicate with teachers
- Track attendance in real time
- Check lunch balances

With PowerSchool, students have access to assignments and information about their individual progress. This enables students to become more accountable for their own academic success. PowerSchool allows students to track grades and credits.

In addition, teachers also maintain teacher web sites that detail their assignments, rubrics, and offer support to students in the form of outstanding models, links, additional resources, guided notes, etc. It is important that parents and students check in with these websites on a regular basis. Links to these websites can be found on the school's website.

## **Academic Policies**

### **Kihei Charter High School Late Work Policy:**

Kihei Charter High School strives to promote personal responsibility in all its students. It is the belief of the school that punctuality is a fundamental 21st century skill. As a result, students who turn in late work will not earn credit for 21st century skills demonstration; however, their work will still be eligible for earning content standards and credit. Students must always keep in mind that their class grades are 50% content standards and 50% 21st century skills. Turning in work late will drastically affect a student's ability to earn 100% of the credit available for any assignment. Students who turn work in on time will be given the opportunity to remediate their work per the facilitators' comments and suggestions. This will facilitate the student towards

meeting/advancing the maximum number of standards/21st Century Skills available for the assignment. This also applies to project work, advisory work, and other academic work assigned by teachers in enrichment or tutorial seminars.

### **Plagiarism and Intellectual Property Theft Policy**

*According to dictionary.com, plagiarism is: the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Intellectual property is: property that results from original creative thought, as patents, copyright material, and trademarks.*

The following are considered plagiarism and/or intellectual property theft:

1. Turning in work that the student did not write, including turning in another student's work for credit.
2. Using another person's words without giving the other person credit for them. (Using quotation marks, and stating where the quote came from is not plagiarism.)
3. Using another person's ideas, arguments or creations without giving credit for them. (Putting the idea into one's own words and then stating from where the idea was taken from is not plagiarism. For artwork, digital media, or other creative work, the source must be cited.)

When in doubt, ask a facilitator to help determine if an act would be deemed plagiarism and/or intellectual property theft.

When plagiarism or intellectual property theft is suspected, the facilitator will initiate a discussion with the student to determine if there has been a violation of the policy and, if so, the intent and severity of the plagiarism/intellectual identity theft.

The first violation of this policy will result in a phone call home and an opportunity to remediate the HCPS, but the student will not earn credit for any of the assignment's 21<sup>st</sup> Century skills.

The second offense of this policy will result in zero credit earned for the assignment and no chance to remediate the work for credit.

The third offense will result in a one-day suspension and the assignment of a reflection paper, which will be required for return to school.

Future offenses will result in additional days of suspension, an academic contract, and may result in referral to the Local School Board for further action.

### **Attendance – KCS Policy**

The Hawaii Compulsory Laws require regular attendance of all pupils enrolled in the public schools until the age of 18.

Poor attendance limits accomplishments and reinforces a habit, which will handicap the individual in his/her educational future as well future employment. It is the belief of the Kihei Charter School Board of Governance, that instructional time with the facilitators/teachers greatly adds value to a student's education. Students who do not attend regularly are at an educational disadvantage, as they are not receiving the benefits of working collaboratively with their facilitators/teachers and peers.

Good attendance and punctuality are a fundamental part of our 21<sup>st</sup> Century Skills (self-directional skills). As such, facilitators/teachers will integrate the 21<sup>st</sup> Century Skills into their coursework and the students will be held responsible for demonstration of the 21<sup>st</sup> Century Skills. It would be very difficult for a student with consistently poor attendance to demonstrate proficiency in the 21<sup>st</sup> Century Skills.

Parents can track student attendance through PowerSchool, which will record excused and unexcused absences. In order for an absence to be deemed excused, a parent or guardian will need to contact the school by phone or by writing either prior to the absence or within three days of a student's return to school. PowerSchool will also record tardies to all classes. As a school of choice that strongly encourages parental involvement, we expect our parents to check their child's attendance record on a regular basis. **We encourage families to phone the school in advance if they are aware a student is going to be absent or tardy, for any reason.**

### **Absences – KCS Truancy Policy**

If a student misses the indicated number of face-to-face school days listed below in a quarter, it will trigger this truancy policy (Step One and Step Two Interventions) and the suitable interventions.

	*Step One:	**Step Two:
Grades 9-10 (Lower Division)	8 days	12 days
Grades 11-12 (Upper Division)	5 days	8 days

**\*Step One:** A certified letter will be sent home notifying parents/guardians that their child has missed an alarming amount of school days for the quarter. A meeting is requested to discuss how to improve the situation. If no return communication from the parent/guardian is received, our Department of Education (DOE) Social Worker and Child Protective Service (CPS) will be notified of the truancy.

**\*\*Step Two:** A second certified letter will be sent home notifying parents/guardians that their child has missed an unacceptable number of school days for the quarter, and they are truant. A meeting is requested to create a plan to support the student. If no return communication from parent/guardian is received, or there is suspicion of neglect, our DOE Social Worker and CPS will be notified of the truancy.

**Suitable Interventions:** All of our normal attendance routines will occur such as phone calls to notify families that their child is not at school, advisor communications, Lead Teacher follow-ups, etc. Parents and students need to be aware that there will be some assignments that students will not be able to make up. Assignments that may be made up by absent students will be posted to the teachers' websites.

*In support of students with chronic behavioral, non-compliance, and/or insubordination issues, the school will implement non-compliance procedures (please find non-compliance procedures).*

### **Tardies**

It is expected that students arrive for class on time and prepared to work. Three tardies in any one class will equal one absence for that class. Students may not be able to make up the work they missed prior to their late arrival. Any student who arrives to school more than 15 minutes late will receive a phone call home to their parents/guardian by the front desk.

Once a student has been tardy to a class five (5) times, they will be assigned mandatory reflective writing, which will be due within three (3) days of being assigned. Students will be required to stay afterschool to complete this writing if it is not completed within the required time frame.

Once a student has been tardy to a class seven (7) times, this will be considered insubordination, which will result in a working detention or a one (1) day suspension.

Persistent tardies will also result in a behavior contract and may progress to multiple-day suspensions.

### **Class Cutting**

“Class Cutting” is defined as a student being absent from class without permission. Work that is missed when a student has cut class cannot be made up.

Once a student has cut class two (2) times, they will be assigned mandatory reflective writing, which will be due within three (3) days of being assigned. Students will be required to stay afterschool to complete this writing if it is not completed within the required time frame.

Once a student has cut class three (3) times, this will be considered insubordination, a mandatory parent meeting will take place.

### **Student Behavior**

Education is our fundamental function, and we are committed to ensure that each student shall have the best opportunity possible to grow academically, emotionally, and socially to become productive citizens able to function in society. In support of this, the Kihei Charter School general discipline policies seek to:

1. Promote a safe and secure learning environment.
2. Promote positive self-esteem so as to prevent students from acts which impede the learning process or which are self-defeating, self-destructive or anti-social.
3. Promote responsible student conduct throughout the school day and at all school sponsored activities.
4. Maintain appropriate student demeanor while the student’s educational activities and responsibilities remain uninterrupted.

Effective discipline requires the mutual respect and involvement of the total school community. The discipline plan is designed to support positive behavior and teach, counsel and redirect unacceptable conduct.

### **Student Acts Requiring Disciplinary Action Chapter 19, Student Misconduct and Discipline**

8-19-5 Unlawful student conduct prohibited by State law. The following prohibited conduct applies to all students during school hours, on school premises, or during school supervised activities.

**Severe Behavior Incidents:** Any behavior that is a violation of Chapter 19 will result in a written referral as appropriate. Infractions are classified as Classes A-D, as listed on the following pages. Class A and B are considered serious discipline and school employees are subject to disciplinary action if they are not reported.

Class C and D offenses should be reported, and are typically handled at the school level through the referral process and planner warnings.

## Class “A” Offenses-Must be reported immediately!

**Assault:** Intentionally, knowingly, recklessly or negligently causing bodily injury to another person with or without a dangerous instrument.

**Burglary:** Entering or remaining without school authorization in a building that is either owned or operated by the DOE/HC with intent to commit an offense against a person or against school property, or other property located at the school.

**Dangerous instruments; or substance: possession or use of:** Any explosive device, instrument, material, or chemical, whether animate or inanimate, which in the manner it is used or is intended to be used is known to be capable of producing death or bodily injury.

**Dangerous weapons: possession or use of:** An instrument whose sole design and purpose is to inflict bodily injury or death.

**Drug Paraphernalia; possession, use, or sale of:** Means any equipment, products, and materials of any kind which are used or intended for use, in planting, harvesting, producing, storing, containing, concealing, injecting, ingesting, and inhaling, or otherwise introducing into the human body a controlled substance in violation of this chapter.

**Extortion:** An act committed by a person which obtains, or exerts control over, the property or services of another with intent to deprive that person of the property or services by threatening by word or conduct to cause bodily injury, damage property, subject others to confinement or restraint, expose a secret or publicize an asserted fact, reveal information sought to be concealed, testify provide information, take or withhold action as a public servant, or bring about a strike, boycott or collective action.

**Fighting:** Instigating or provoking physical contact involving anger or hostility. This includes physically supporting a fight by one’s presence and encouragement.

**Firearms: possession or use of:** Any device which will or is designed to, or may readily be converted to expel a projectile.

**Homicide:** Causing the death of another person.

**Illicit drugs; possession, use or sale of:** Means substances, the possession, distribution, ingestion, manufacture, use, sale or delivery of which are prohibited under chapter 329 and chapter 712, part IV, Hawaii Revised Statutes.

**Intoxicating Substance: possession, use or sale of:** Use of any substance, which causes disturbance of the normal physical or mental functioning including but not limited to alcohol.

**Property Damage or Vandalism:** Damaging the property of the school or another person, defacing or destroying school property or facility, or destroying or defacing school materials.

**Robbery:** In the course of committing a theft or highjacking; a student attempts to kill or inflict serious bodily injury to another person, with or without a dangerous instrument.

**Sexual offense or sexual assault:** Means unwanted touching or grabbing of sexual parts, indecent exposure, using force to engage in any sexual contact, or engaging in any sexual contact despite the other person's clearly expressed refusal or mental or physical inability to consent.

**Terroristic Threatening:** A threat, by word or conduct, to cause bodily harm to another or serious damage to the property of another or acting with the intent to cause the evacuation of a building or facility, or displaying a "look-alike" gun or weapon.

## **Class "B" Offenses-must be reported immediately!**

**Bullying:** Any written, verbal, graphic or physical act that a student or group of students exhibits toward other particular student(s) and the behavior causes mental or physical harm to the other students; and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.

**Cyber-bullying:** Electronically transmitted acts, i.e. Internet, cell phone, personal digital assistance (PDA) or wireless hand held device that a student has exhibited toward another student or employee which causes mental or physical harm to the other students or school personnel and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment.

**Disorderly Conduct:** Engaging in fighting or threatening, or in violent or tumultuous behavior such as yelling or screaming. Making unreasonable noises so as to cause disruption of normal school operation. Making any offensively coarse utterance, gesture, or display, or addressing abusive language to any person present which is likely to provoke a violent response. Creating a hazardous or physically offensive condition by any act, which is not authorized.

**False Alarm:** Student causes a false alarm of fire or other emergency to be transmitted to or within an official or volunteer fire department or governmental agency, or public utility that deals with emergencies involving danger to life or property.

**Forgery:** Signing a name other than your own on a document, or the illegal production or reproduction of materials.

**Gambling:** Staking or risking something of value upon the outcome of a contest of chance.

**Harassment: Is defined as** striking, shoving, kicking or otherwise touching a person in any offensive manner - insulting, taunting or challenging another person in a manner likely to provoke a violent response. Making verbal or non-verbal expressions that cause others to feel uncomfortable, pressured, threatened, or in danger, or that create an intimidating, hostile, or offensive educational environment, or interfere with education. Name calling, rude gestures, insulting or teasing another person who feels humiliated, intimidated, threatened, or embarrassed, making a telephone call without purpose of legitimate communication, making repeated communications during school activities and events, causing fear to prevent others from gaining legitimate access to facilities, or physically harming, restraining, threatening, or stalking or a combination of the foregoing.

**Hazing:** Any conduct or method of initiation into any student activity or organization that will willfully or recklessly endanger the physical or mental health of any student.

**Violation of the Internet Access Policy:** Inappropriate or questionable use of Internet materials or equipment, or both.

**Theft:** Obtaining or having control over the property or services of another with the intent of depriving the other of their lawful property or services. Intentionally receiving keeping, or disposing of the property of another, knowing that it had been stolen.

**Trespassing:** Entering or remaining upon the premises of any school, after reasonable warning or request to leave by school authorities or a police officer.

## **Disciplinary Actions for Class A and B Offenses**

**Any student found to be in possession of a firearm would be dismissed from school for not less than a one-year period.**

Any student found to be in possession of a dangerous weapon, switchblade or improperly used knife, intoxicating substance(s), or illicit drug(s) while attending school may be excluded from attending school for up to 92 school days. Any student who reasonably appears under the influence of intoxicating substance(s) or illicit drug(s) may be excluded from attending school for up to 92 days. The school will administer a substance use-screening tool to determine whether there is a need for the student to be referred for a substance abuse assessment.

In exercising discretion and determining disciplinary actions, the administration shall consider, the nature and severity of the offense, the impact of the offense on others, the age of the offender, and if the offender is a repeat offender.

The following possible disciplinary actions are at the discretion of the administration. Discipline may begin at any point on the following list:

- Correction and conference with student
- Detention

- Crisis removal
  - Individualized instruction related to student’s problem behaviors
  - In-School Suspension
  - Interim alternate education setting
  - Loss of privileges
  - Parent conferences
  - Time in office
  - Suspension of one to ten days
  - Suspension of eleven or more days
  - Saturday School
  - Disciplinary transfer
  - Referral to alternative education programs
  - Dismissal; or
  - Restitution
- ***DUE TO KIHEI CHARTER SCHOOL’S ZERO TOLERANCE POLICY, ALL UNLAWFUL OFFENSES WILL RESULT IN A MINIMUM OF A TWO-WEEK SUSPENSION AND MAY BE UP TO A MAXIMUM ONE-YEAR SUSPENSION. IN ADDITION, STUDENTS WILL BE PUT ON DISCIPLINARY PROBATION WHICH STATES THAT ANY SUBSEQUENT UNLAWFUL OFFENSES WILL RESULT IN REFERRAL TO THE EXECUTIVE DIRECTOR AND THE LOCAL SCHOOL BOARD FOR FURTHER ACTION.***
  - ***DRUG, ALCOHOL, AND WEAPON INFRACTIONS WILL RESULT IN THE MAXIMUM SUSPENSION PERIOD OUTLINED IN CHAPTER 19***
  - ***A STUDENT FOUND TO BE IN POSSESSION OF A FIREARM, WILL BE DISMISSED FROM SCHOOL FOR NOT LESS THAN A ONE-YEAR PERIOD FROM THE DATE OF THE OFFENSE.***

## **Class “C” Offenses-Referral should be written**

**Abusive Language:** Verbal messages that use words in an inappropriate way and may include but is not limited to swearing, name-calling, or profanity.

**Class Cutting:** Unauthorized absence of a student from class.

**Insubordination:** Disregard or refusal to obey an order that a teacher, officer or other employee of the school is entitled to give.

**Laser pen/laser pointer; possession or use of:** A device that emits a bright laser light that appears as a dot on any surface without authorized purpose and use.

**Leaving Campus Without Consent:** Leaving the premises of school without first obtaining permission from school officials. Students must remain on campus once they arrive for school and must remain off campus once they leave after dismissal.

**Smoking, or use of Tobacco Substances:** Use, sale or distribution of tobacco substances on campus, on school-provided transportation, during school events or activities. All forms of e-cigarettes are defined as “smoking.”

**Tuancy:** Means a student is absent from classes or school campus without authorization from the principal or designee.

## Class “D” Offenses

**Contraband: possession or use of:** Property, other than which is lawful to produce or possess, which, as defined by local school rules, is prohibited on school premises as in the past it lead to bodily injury or disruption of school operations.

**Minor problem behaviors:** Means demonstration of low-intensity problem behaviors that may include, but are not limited to the following:

- Defiance/Disrespect/Non-Compliance: Student engages in brief or low-intensity failure to respond to adult requests.
- Disruption: Student engages in low intensity, inappropriate disruption.
- Dress Code Violation: Student is wearing clothing that is not within the dress code of the school.
- Inappropriate language: Student engages in low-intensity instance of inappropriate language.
- Physical Contact: Student engages in non-serious, inappropriate physical contact.
- Property Misuse: Student engages in low-intensity misuse of property.
- Tardy: Student arrives to school after school has started or class after class has started, or both.

### Contraband

The following is a list of items classified as contraband during the school day. These items are prohibited on campus as experience has shown that they interfere with the teaching/learning process and many violate our lease agreement with our facility landlord. The use of any of the listed items may result in discipline as a Class “D” offense.

- Electronics (anything with an ON/OFF switch used without permission)\*
- Skateboards
- Scooters
- Gum (both in class and out of class)
- Classroom Distractors: Balloons (used as water balloons), water bubbles, rolling dice, rubber bands, plastic, stretch toys
- Tobacco Substances-including e-cigarettes
- Lighters/Matches
- Drug/Gang related articles
- Musical devices or clothing that create classroom disturbances

- “Slam” Books

**NOTE:** Students may leave skateboards, etc. in the school office during the day for safekeeping. However, skating in the industrial park is prohibited.

## **Disciplinary Actions for Class C and D Offenses**

The following possible disciplinary actions are at the discretion of the administration. Discipline may begin at any point on the following list:

- Family contact by teacher, counselor, and/or administrator
- Counseling by teacher, counselor, and/or administrator
- Family conferences
- Reprimand and warning by teacher, counselor, and/or administrator
- Referral to an alternative education program
- Confiscation of contraband
- Detention
- In-School Suspension
- Suspension of one to ten days
- Suspension of eleven or more days
- Disciplinary transfer; or
- Dismissal

### **Field Trip Behavior**

A unique and integral part of the KCS curriculum is field-based work around Maui. Students are transported in the school’s fifteen passenger vans to sites around the island, where they engage in authentic, hands-on work facilitated by our teachers and our community partners. **Safety is our school’s number one concern when students are in the field. As such, KCS has strict safety guidelines that students must adhere to at all times.**

**In addition to following all school rules and expectations, students are also expected to abide by the following rules and expectations at all times when in the field:**

Follow van protocol, including:

- Sit in their assigned van seat, if applicable
- Wear a safety belt
- Remain seated at all times
- Keep all hands, arms, heads, possessions, in the van at all times
- Maintain low noise level
- No eating in the van
- No vandalism – students are expected to take care of vans and use equipment appropriately
- Stay seated in the van once it has been parked until the teacher directs the students to exit the vehicle

Follow field-based activities protocol, including:

- Follow directions from faculty, EAs and community partners
- Stay in the designated work area
- Do not leave the group or wander off
- Represent the school and yourself with positive behavior
- Be respectful of the safety of self and others
- Be respectful of all property and objects (no throwing objects or climbing, etc.)

All school-based consequences listed previously will be applied aggressively to field-based behavior infractions so as to maintain a safe environment for all students when in the field. Students who consistently demonstrate unsafe behaviors in the field and/or consistently do not adhere to minimum field behavior expectations will not be able to participate in the field-based learning activities. Field-based learning represents a substantial part of the KCS curriculum, and as such, current KCS placement may not be the appropriate educational placement for students who cannot participate safely in fieldwork. In order to determine the most effective placement for the student, there will be a meeting with parents, the student, and administrators to determine alternative educational choices for the student within or beyond Kihei Charter School and/or referral to the Executive Director and the KCS Board of Education to determine further action.

### **Dress Code**

Kihei Charter School has set basic standards to foster a concept of appropriate dress for the school as well as a business setting. There will be times when students are expected to be dressed in a manner that exhibits a more professional demeanor, such as presentations, interviews, visitations or field trips. While we respect students' right to freedom of expression, we must also respect the right of others, and we must strive to represent ourselves and KCS in the most appropriate manner possible.

Apparel considered indecent and inappropriate for the educational atmosphere of the school and school related activities is strongly discouraged. When it has been determined that a student's dress is inappropriate, the student may be asked to change their attire or they may be issued alternate attire to wear for the remainder of the day. Continued violation of the dress code will result in a conference with the parent/guardian, student and an administrator.

Inappropriate dress will be determined by the administration or teacher/facilitator. Administration reserves the right to make additions or deletions to the student dress code as conditions or fads change. Disruption and health and/or safety concerns would be the cause of additions or deletions to the dress code.

Inappropriate accessories may be confiscated and will then be returned to the student at the end of the day or the parents may be asked to pick up the item after school.

As a guide for students, the following is an incomplete, yet helpful, list of unacceptable clothing for school as determined by the Kathie Charter School Board of Governance (If there is uncertainty regarding appropriateness of clothing, KCS director/staff will make a determination):

### **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 boys 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 sun glasses 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

### **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.

### **After School Hours**

All students who remain on campus after school is dismissed for the day must be participating in a supervised activity or under the supervision of a school employee. Students are not permitted in areas of school facilities that are not supervised.

### **Campus Sales and Solicitations**

Only school organizations are permitted to sponsor sales and fundraisers during the school year on campus or at school event. All sales and fundraising must be approved by the administration.

### **Personal Handheld Technologies**

Kihei Charter School understands that our students live in a rapidly changing society. However, technologies such as cell phones, iPods, iPads, handheld game systems, etc. can at times become major distractions for our students and disruptive to the learning environment. Due to our unique schedules, time in class is highly

valued – our students need to be present, focused, and ready to work on the task at hand. The handheld technologies are very exciting to students and can take away from the learning experience that teachers are creating for their students. These types of leisure activities are to be restricted to time away from the classroom.

KCS highly discourages students from bringing valuable electronic devices to school. Disagreements and issues about theft, ownership, borrowing items, lost items, broken items, etc. have detracted from the learning environment. If students choose to bring valuables to school, they are assuming full responsibility for these items – the school is not responsible for items that go missing or get broken during the school day.

**Handheld communication devices, iPods, cell phones, handheld games, etc., are not permitted for use during class time unless it is part of the learning activity as designed by the facilitator.**

### ***Cell Phones***

KCS understands that parents provide students with cell phones for safety reasons during before- and-after school hours; however students are not to use their cell phones during class unless directed to do so by the classroom teacher. We understand that at unique times it becomes necessary for a parent/guardian to communicate with their child during the course of the school day. We expect high school parents to please contact the HS front desk at 875-0700 in order to deliver urgent messages to their student during the regular school day.

If students are demonstrating inappropriate use of these technologies, they will be confiscated and returned only to the parent/guardian.

### **Vision of a KCS Graduate**

The vision of 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 21<sup>st</sup> century.

## **High School 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.

## **Commencement Ceremonies**

High School graduation ceremonies are held at the end of each semester. Spring's ceremony is the larger, more traditional event while winter's ceremony is smaller and more personal. 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 school's Executive 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 Executive Director will chair the selection committee. Only one recipient will be honored annually.

### **Need-Based Financial Assistance**

Kihei Charter School does not intend to exclude any students from any activity due to financial constraints. To determine a family's needs, KCS utilizes free and reduced lunch status as determined by completion and approval of the federal lunch application for free and reduced status. Financial assistance is provided for, but not limited to, field trips, running start tuition, after school enrichments, yearbooks, etc.

### **Running Start**

Running Start (RS) 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 11<sup>th</sup> or 12<sup>th</sup> grade who:

- Is under the age of 21
- Fulfills and complies with college campus requirements
- Completes admissions forms: UH application and Running Start Application
- Obtains health clearances: TB (no older than one year prior to first day of 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

Running Start 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 Running Start course they successfully complete.

The decision to begin taking college courses early is an important one, and it is one that involves the student, their advisor, their parent, school administration and Maui College. Students who are successful in Running Start 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 Running Start available to all eligible students, will cover 70% 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 Running Start but are pre-approved by the KCS Running Start counselor as part of a student's preparation for a career and the world of work.

This school year, UHMC will be offering two classes per semester on site in our high school facility. KCS will cover 90% of the tuition for all students who choose to take these on-site classes.

Running Start classes are those that are 100 level or above. The school does not support non- Running Start classes with tuition except those approved by the KCS Running Start 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 Running Start program earn "D"s. It is also not the intention of Running Start 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 a Running Start course or the grades in KCS classes fall below expectations, the student's continued participation in Running Start 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 Running Start. 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.

### **Meal Program**

Kihei Charter School participates in the USDA National School Lunch and School Breakfast Program. This means that:

- Students may be able to purchase meals at a reduced price or receive free meals, based upon household income.
- Households must apply every school year and qualify to receive this benefit
- KCS must follow the established regulations of the U.S. Department of Agriculture.

Meal prices are as follows:

- Student Lunch \$3.50
- Student Lunch (Reduced Price) \$0.40
- Student Breakfast (Full Price) \$2.00
- Student Breakfast (Reduced Price) \$0.30

**\*\*All prices are subject to change**

Lunch payments are to be made in advance. If a student begins to accrue a negative balance, the following steps will be implemented:

- At -\$5.00 an email will be sent home
- At -\$20.00 a second email will be sent home and a phone call to the parent/guardians will also take place
- At -\$35.00 the student will no longer be able to be served the school lunch, and email will be sent a home, a phone call to the parent/guardian will take place, and the student's account will be on hold until the account is returned to the positive.

### **Academic Interventions**

It is the goal of Kihei Charter School to facilitate all students towards success. As such, the school will implement academic interventions, including additional support in the classroom from educational assistants, academic counseling, and extended school days. The goal of these supports is to provide additional supports for students who demonstrate a need for extra assistance to complete their regularly assigned academic work.

### **Non-Compliance Procedures**

Kihei Charter School is a school of choice. We are unique in our mission and goals and the way in which we deliver curricula. Families and students choose the charter school for the unique opportunities that we offer and for the experiential, project-based learning experiences that we provide. If students and families are not participating in the processes that KCS has created in which to engage them, the school will begin to implement its non-compliance procedures, the purpose of which is to support the child towards academic success.

*Step One:* Phone call/email from teacher stating areas of non-compliance

*Step Two:* Face to face conference with teachers to create an Action Plan  
(An action plan includes supportive interventions such as mandatory participation in academic enrichments, weekly communication, handing in weekly work, and other supports for student success. These interventions are required, and there are disciplinary consequences for not participating.)

*Step Three:* Conference with teacher(s) and administration - a contract will be created to best facilitate student success.

*Step Four:* If during a semester, in which the above steps were implemented, a student ends with 2 or more failing grades, the student will be placed on academic probation. The Executive Director will be notified each semester of the number of students that are on academic probation, including the supports that were provided to the student by the school. At this time, there will be a conference with administration to review and/or amend student contract, and other placements will be discussed.

*Step Five:* Two successive semesters that end in academic probation will result in a second conference with administration to review the following: student progress; interventions and supports that were put in place for the student; student participation in the interventions and supports; communication with parents; meetings that have taken place to address the issues of academic progress; attendance records; discipline records; consultations and referrals to outside agencies; referrals for counseling; etc. Other school placement will be discussed.

### **Re-Enrollment Policy**

This policy applies to students who has previously attended KCS and who has been counseled to an alternate setting/school due to continual lack of success and/or non-compliance, despite KCS interventions.

Any student who has been counseled from KCS to an alternate setting/school, due to continual lack of success and/or non-compliance, will be able to reapply to KCS after one calendar year away from the school. The reapplication follows the same process as other candidates for admission. The applicant would need to:

- Submit and application at the correct application window of time
- Gain a place in the appropriate class via the admission lottery
- Return on a 12 month probationary period with the understanding that continued enrollment is contingent upon performance

Student progress will be monitored, evaluated, and communicated to parents/guardians regularly. If the student does not make adequate progress, he/she will transfer to an alternate setting/school at the discretion of KCS.

### **Special Education**

Kihei Charter School, in partnership with the Department of Education, offers special education services within our full-inclusion model. These services are available for students whose needs can be met in the least restrictive environment. In compliance with the Individuals with Disabilities Education Act (IDEA), Kihei Charter School works to both identify and serve eligible children. The Student Services Coordinator works with teachers to identify and serve students with special needs. Any parent who suspects that their child may have a disability should discuss their concerns with their teacher.

### **Comprehensive Student Support Services (CSSS)**

Comprehensive Student Support Services are resources available to all Kihei Charter School families. The CSSS process is designed to address parent and/or teacher concerns regarding student's academic or behavioral challenges. The CSSS meeting provides a forum for the parent, an administrator, the child's teacher, and a learning specialist to come together and develop additional ideas and/or strategies to help the student. The process should be used as the first step towards consideration of special education. If you are interested in scheduling a meeting with the CSSS Team, please notify your teacher.

## **State Standardized Tests**

Kihei Charter School, being a public school, is responsible for ensuring that all required students participate in mandatory state testing. Participation in State Standardized Testing is a key factor in the funding formula for each charter school. All state testing is administered on site at the school.

## **Athletic Participation**

Students are encouraged to try out for various sports throughout the year; however, students must meet the eligibility requirements in order to participate. Students must have a 2.0 GPA, abide by school rules, and are limited to four (4) years of participation.

## **Withdrawals**

If you decide to withdraw a student from Kihei Charter School, you must communicate your decision to the Student Records Clerk (and, in the case of elementary students, to your teacher, as well). All loaned materials must be returned to the school for withdrawal - transfer papers will not be signed until all materials are returned and all accounts are settled.

## **Network Computing Policy**

The Kihei Charter School Board of Governance is providing internet access to students and staff members as an extension of our educational resources in order to promote resource sharing, collaboration, innovation and distance learning, for the express purpose of fostering academic achievement. The Board realizes its responsibility to provide adequate security to its network by various means of appropriately restricting access to the network and educating students and staff about appropriate and inappropriate usage. Since the Internet is a global network, it is not possible to control or restrict access to all controversial or objectionable materials; however, every possible effort will be made to do so.

The users of the network are responsible for respecting and adhering to local, state, federal, and international laws. Any attempt to violate those laws through the use of the network may result in litigation against the offender by the proper authorities. If such an event should occur, the Kihei Charter School Board of Education will fully cooperate with authorities to provide any information necessary for the litigation process.

## **General Computing Policy**

1. Using, deleting, examining, copying, or modifying files or data on disks belonging to other users without their consent is prohibited.
2. Unauthorized, deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is prohibited. Deliberate crashing of systems is expressly forbidden.
3. Using software designed to destroy data, provision of unauthorized access to computer systems, and decoding passwords is prohibited.
4. Loading software on any computer without authorization of computer personnel is forbidden. This includes commercial shareware, and freeware.
5. Making illegal copies of licensed or copyrighted software music CD's or DVD's is prohibited.
6. Use of school computers for non-educational or non-school related activities is prohibited unless authorized by the administration.
7. Use of the Internet without a clearly defined educational objective, understood by both student and facilitator, is not allowed.

8. Loading or downloading any material that may constitute harassment, sexual or otherwise, is prohibited.
9. Use of the Internet to view, copy, save or distribute unauthorized text files, graphic files, sound files or video files is forbidden.
10. Deliberate vandalism to the computer, monitor, mouse, printer, or other peripheral device is prohibited.

### **Electronic Mail Policy**

Electronic mail is a message sent by or to a user in correspondence with another person having e-mail access. The electronic mail system is to be used for school-related business pertaining to the educational process. Whenever you send electronic mail, your assigned user name is included in the mail message. The user is responsible for all electronic mail originating from the user's name. E-mail is not private and should not be considered private. It will be monitored for appropriate usage and content on a periodic basis. Therefore:

1. Sending electronic mail messages using an unauthorized user name is prohibited. Any unauthorized attempt to read, delete, copy or modify the electronic mail of other users is prohibited.
2. Attempts at sending harassing, obscene, and/or other threatening electronic mail to another user are prohibited. This includes the use of insulting, sexist, racist, obscene, or suggestive electronic mail.
3. The use of abusive or otherwise objectionable language in either public or private messages is prohibited.
4. Attempts at sending unsolicited junk mail, "for profit" messages, or chain letters are prohibited.
5. Use of e-mail for non-educational or non-school related purposes is prohibited unless authorized by computer personnel.
6. Messages should be deleted regularly or they will be automatically deleted by the system.

Further, Kihei Charter School is obligated to cooperate with local, state, or federal official in any investigation concerning or relating to any e-mail misuses on our computer system.

Students will be required to set up an e-mail account for school business.

### **Network and Computing System Security**

As a user of a network, you may be allowed to access other authorized networks (and/or the computer systems attached to those networks). Therefore:

1. The use of systems and/or networks in attempts to gain unauthorized access to remote systems is prohibited.
2. The interception, copying, distributing, decryption or utilization of the login names and/or passwords of others is prohibited.
3. Intentional attempts to "crash" network systems or programs are prohibited.
4. Any attempt to secure a higher level of privilege on Network systems is prohibited.
5. Decrypting system or user passwords is prohibited.
6. Copying system files is prohibited.
7. Introducing computer "viruses", disruptive or destructive programs into the local or remote network is prohibited.
8. Deliberate physical destruction, defacing, scratching or graffiti of technology equipment is prohibited.

Any attempt to circumvent school-implemented security, filtering or blocking software is prohibited.

## **Computing Policy Violation Consequences**

Any violation of the above stated rules will result in disciplinary action that includes but is not limited to the following:

1. Temporary or permanent loss of computer privileges
2. Detention
3. Disciplinary Behavior Contract
4. Referral to the Local School Board
5. Legal Action

The Kihei Charter School network and computing systems are to be utilized exclusively for education-related functions and applications unless the user is expressly granted permission by the administration to do otherwise.

The use of technology for learning represents a substantial part of the KCS curriculum, and as such, current KCS placement may not be the appropriate educational placement for students who cannot utilize technology safely and appropriately for their KCS school work. In order to determine the most effective placement for the student, there will be a meeting with parents, the student, and administrators to determine alternative educational choices for the student within or beyond Kihei Charter School and/or referral to the Local School Board to determine further action.

## **Project Based Learning**

Students will participate in authentic, project-based learning activities as part of the required curriculum of the high school. Freshmen and sophomores work on integrated projects and juniors are required to complete independent projects each year. Seniors are required to complete a yearlong independent project. Projects will be graded and students will receive a half credit for each project semester.

**Communication is Essential!**

***School email and blogs need to be checked daily!***

## **OTHER IMPORTANT INFORMATION**

### **Visitors to the School**

All visitors must report an office clerk or administrator upon entering the building. The instruction of students will not be interrupted to meet with a visitor, nor will the office staff be responsible for transmitting any messages. Parents /guardians should be prepared to identify themselves to the satisfaction of an administrator in order to meet with or to take a student from school. Former students and graduates should not expect to be able to meet with a faculty member without prior arrangement. Students should not bring visitors to school because they will not be permitted to attend classes with them. Students who are interested in attending Kihei Charter School can make arrangements for a tour, with their parents, by contacting the administration.

### **Lost and Found**

Articles of value found by students should be submitted to the main office of your respective academy. Inquiries regarding lost articles should also be made in the main office of your respective academy.

### **Checking Students Out of School**

Frequently students need to leave school for appointments and other reasons. A written note from the parent or guardian should accompany each request. Your cooperation is appreciated.

### **Liabilities**

Students may be furnished with learning materials as required, free of charge. These are issued by the facilitator and must be returned when students discontinue use. Care should be taken to keep from damaging or losing these materials. A student must pay for damaged or lost materials at the replacement cost.

Following the occurrence of a liability, a reminder will be sent home with the next progress report or in lieu of the next report card. No student will receive a report card, transcript, or other student records, until all school liabilities have been satisfied.

Liabilities may be due to:

- a. Athletic obligations
- b. School fees
- c. Lost or damaged textbooks, library materials, electronic devices, or media
- d. Vandalism to school property
- e. Lunch balances

### **Sports, Athletic Teams, Extracurricular Activities**

In order to participate in extracurricular sports or activities, high school students must maintain a grade of 70% or higher in all their classes. Attendance at school on the day of an event, activity, or game is required. More detailed information can be obtained directly from the advisor or coach of the activity.

### **Wellness Policy for Kihei Charter School**

***The Kihei Charter School Board of Education is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement and personal satisfaction.***

#### **Nutrition Education**

Nutrition education, a component of comprehensive health education, shall be offered to all students of the Kihei Charter School. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum when appropriate. Nutrition education information shall be offered throughout the school including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall have appropriate training as needed. The school shall implement a quality nutrition education program that addresses the following:

*Curriculum:*

- A curriculum aligned with the *Hawaii Health Education Content Standards*
- Equip students to acquire the knowledge and skills needed to engage in sound nutrition behavior.

*Instruction and Assessment:*

- Aligns curriculum, instruction, and assessment
- Builds students' confidence and competence in making healthy nutrition choices
- Engage students in learning that prepares them to choose a healthy diet
- Include students of all abilities
- Is taught by "highly qualified" teachers of health education."

*Opportunity to Learn:*

- Includes students of all abilities
- Provide instructional time to build students' confidence and competence in health-enhancing skills

**Nutrition Standards**

The school shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The school shall encourage students to make nutritious food choices. The school shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition program. The district shall consider nutrient density and portion size before permitting food and beverages to be sold or served to students. The school's director and administration shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

The school offers a school meal program with menus meeting the meal patterns and nutrition standards established by the United States Department of Agriculture (USDA). The school shall encourage students to make food choices based on the most current Dietary Guidelines for Americans. Food and beverages that compete with the school's policy of promoting a healthy school environment shall be discouraged.

Each divisional program in the school shall offer and promote the following food and beverages in all venues outside federally regulated child nutrition programs:

- Whole and enriched grain products that are high in fiber, low in added fats and sugars, and served in appropriate portion sizes consistent with the current USDA standards
- Fresh, frozen, canned or dried fruits and vegetables using healthy food preparation techniques, and 100 percent fruit or vegetable juice in 12-ounce servings or less. A priority on serving fresh fruit and vegetables will always be given
- Non-fat, low-fat, plain and/or flavored milk and yogurt, nonfat and/or low-fat real cheese, rather than imitation cheese.

Offer the following serving sizes:

- Yogurt in eight-ounce servings or less, milk in 16-ounce servings or less, cheese in 1.5-ounce (two-ounce, if processed cheese) servings or less
- Nuts, nut butters, seeds, trail mix, and/or soybean snacks in one-ounce portions or less; portions of three ounces or less of cooked lean meat, poultry, or fish using healthy food preparation techniques
- Accompaniments (sauces, dressings, and dips), if offered, in one-ounce servings or less.

The school will monitor food service distributors and snack vendors to ensure that they provide predominantly healthy food and beverage choices that comply with this policy's purpose in all academies.

**\*The school discourages using food as a reward**

**\*The school does not approve outside food for potluck meals or celebrations of any kind, as the school cannot ensure the safety of food handled by non-school employees**

**\*Should either of the above happen, Kihei Charter School could lose our national food subsidy and our food service program**

**The school will only allow healthy fundraisers as alternatives to fundraising that involve selling food items of limited nutritional value, such as candy, cupcakes, or sugary beverages.**

### **Physical Education and Physical Activity Opportunities**

The school shall offer physical education opportunities that include the components of a quality physical education program. Physical education will equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction is aligned with the Hawaii Physical Education Content Standards and Benchmarks. All students, K-12, have the opportunity to participate in regular physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle. Developmentally appropriate physical education is offered every year to all students of the school. In addition, physical education topics are integrated into the entire curriculum when appropriate. The school implements a quality physical education program that addresses the following:

#### *Curriculum:*

- Has a curriculum aligned with the *Hawaii Physical Education Content Standards*
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity
- Influences personal and social skill development

#### *Instruction and Assessment:*

- Aligns curriculum, instruction, and assessment
- Builds students' confidence and competence in physical abilities
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities
- Includes students of all abilities
- Keeps all students involved in purposeful activity for a majority of the class period

#### *Opportunity to Learn:*

- Builds students' confidence and competence in physical abilities
- Has a teacher-to-student ratio consistent with those of other subject areas and/or classrooms
- Includes students of all abilities

### **Other School-Based Activities Designed to Promote Student Wellness**

The school strives to create a healthy school environment that promotes healthy eating and physical activity. In order to create this environment, the following activities shall be implemented:

*Dining Environment* - The school provides:

- A clean, safe, enjoyable meal environment for students
- Enough space/serving areas to ensure all students have access to school meals with minimum wait time
- Drinking fountains, so that students can get water at all times
- Encouragement to maximize student participation in school meal programs
- Identity protection of students who eat free and reduced-price meals

*Time to Eat* - The school ensures:

- Adequate time for students to enjoy eating healthy foods with friends in schools
- That lunch time is scheduled as near to the middle of the school day as possible

*Food or Physical Activity as a Reward or Punishment* - The school:

- Prohibits the use of food as a reward or punishment in schools
- Does not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time
- Does not use physical activity as a punishment

*Consistent School Activities and Environment* - The school:

- Ensures that school fundraising efforts support healthy eating and physical activity
- Provides opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education
- Encourages parents/guardians, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home
- Provides information and outreach materials about other Food and Nutrition Service programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents/guardians
- Encourages all students to participate in the National School Lunch program

### **Administrative Rules Regarding Kihei Charter School's Local Wellness Policy**

In order to enact and enforce KCS's Local Wellness Policy, the administrative team will follow the administrative rules as outlined in this policy. To assist in maintenance of a healthy school environment, the School shall establish a Coordinated School Health Committee (CSHC) that will provide an annual review and evaluation of the KCS Local Wellness Policy and these administrative rules. CSHC members should be comprised of teachers (including specialists in health and physical education), parents/guardians, students, and representatives of the school food service program, school board members, school administrators, and the public. The school administration shall report to the local school board, as requested, on the school's programs and efforts to meet the purpose and intent of this policy.

Staff members are reminded that healthy students come in all shapes and sizes. Students should receive consistent messages and support for:

- Self respect
- Respect for others
- Healthy eating
- Physical activity

### **Access to Teacher Qualifications**

Federal law allows all parents/guardians the right to ask for certain information about your child's classroom teacher(s) and educational assistant(s) and requires the school to give this information in a timely manner upon request. You have the right to ask for the following information about each of your child's teachers(s):

1. Whether the teacher has met the licensing criteria and has earned the designation of Highly Qualified for the grade levels and subject areas in which he/she teaches.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
4. Whether any teachers' aides provide services to your child and if they do, their qualifications.

### **FERPA and Directory Information**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students." Other important aspects of FERPA include:

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
2. Parents or eligible students have the right to request that the school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing with the Local School Board. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, the school must have written permission from the parent or eligible student in order to release information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

The school may disclose, without consent, "directory" information regarding students. KCS defines these directory items to include a student's name, grade level, honors and awards, and dates of attendance. Parents and eligible students may request that the school not disclose directory information, if the school in writing receives such a request, in a timely manner.

Kihei Charter School  
2016 – 2017

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 for 2016 - 2017

Dear Parents and Guardians:

Permission is requested for your student to participate in many out-of-school/field-based activities for the 2016-2017 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 Number: \_\_\_\_\_

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: \_\_\_\_\_

# Addendum A

## Kihei Charter High School Graduation Requirements

	Required credits		Course credit
English/Language Arts	4	Fundamentals of Research and Communication	1
		Oral Communication	1
		Expository Writing	1
		Academic and Professional Writing	1
Social Studies	4	Participation in Democracy	0.5
		Modern Hawaiian History	0.5
		US History and Government	1
		World History and Culture	1
		Global Issues	1
		Elective: Economics, Entrepreneurship	0.5
Mathematics	3	Algebra I	1
		Geometry	1
		Required Elective	1
		Choice of Algebra II, PreCalculus, Business Math	
Science	3	Biology	1
		Chemistry	1
		Required Elective	1
		Choice of Anatomy/Physiology, Marine Biology, Field Ecology, Physics	
Electives	2	Any core subject or department elective	1
Spanish, Art or Engineering	2	Two credits in one discipline	1
Physical Education	2	PE	0.5
		Independent PE	1.5
		*credit given for MIL sport participation	0.5
Health	1	Health (virtual)	0.5
Transition Plan	0.5	Junior Seminar	0.5
Advisory	4	Grade Level	1
Other	4.5	Projects 9	0.5
		Tech 9	0.5
		Projects 10	0.5
		Engineering 10	0.5

		Art 10	0.5
		Community Engagement 10	0.5
		Projects 11	0.5
		Project 12	0.5
		Internship 12	0.5
Total Credits to graduate	29.5		

# **Addendum B**

## **High School Course Descriptions**

**Art**

**Economics and Entrepreneurship**

**Language Arts**

**Math**

**Physical Education and Health**

**Projects**

**Science**

**Social Studies**

**Spanish**

**Technology and Engineering**

## **Art**

### **Fundamentals of Art - 1 credit**

This course is designed as an introduction to the fundamentals of art and design. We will practice using those elements in the production of art. It will present you with a series of basic compositional problems that you must solve by designing the best solutions you can produce. When an artist creates a piece of artwork, whether it is a painting, drawing, or piece of sculpture, s/he has an awareness of the principles of design (balance, emphasis, etc.) when using the various formal elements (line, color, value, shapes, etc.)

### **Advanced Art - 1 credit**

This course is designed to further expand student's concept of art and design. We will practice implementing those elements in the production of art. It will present you with a series of advanced compositional problems that you must solve by designing the best solutions you can produce. When an artist creates a piece of artwork, whether it is a painting, drawing, or piece of sculpture, s/he has an awareness of the principles of design (balance, emphasis, etc.) when using the various formal elements (line, color, value, shapes, etc.)

### **Film, Creative Arts, and Music Enterprise (possible future electives)**

# Economics and Entrepreneurship (electives)

**Note: Economics and Entrepreneurship is a two-course sequence that will have overlapping content applying economic thinking to entrepreneurial challenges.**

## **Economics (Semester 1) - .5 credit**

This course emphasizes analysis of the American economic system as it relates to individual and public and private organizations. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will also be touching on the history of economic thought as well as current economic issues. The current uncertainty regarding the economy makes this an exciting and challenging course. Entrepreneurship ideas and projects (semester 2) will also be incorporated to apply economic thinking to the real-world challenges of running a business.

## **Entrepreneurship (Semester 2) - .5 credit**

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own moneymaking business, create a non-profit to help others, or develop a plan for building wealth through personal financial management, this course helps students develop core skills to succeed in our changing economy. They learn how to come up with new business ideas, fund operations, develop and implement a business plan, market their business, and manage revenue/expenses. Students hear inspirational stories of entrepreneurs who have turned their ideas into reality as well as plan and execute their own student run business. Students will also be building on Economic principles and ideas from semester 1, which is a course prerequisite. If semester 1(Economics) is not taken, enrollment requires permission from the teacher.

## **Marketing, Social Media and Video Production (possible future electives)**

# Language Arts

## **English 9 - Fundamentals of Research and Communication - 1 credit**

Fundamentals of Communication will introduce 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.

## **English 10 - Oral Communication (Advanced topics in research & communication) - 1 credit**

Communication skills will continue to hone research, writing, and oral communication skills. Students will learn about perspective and point of view by comparing and contrasting specific topics written by different authors and how text and structure of written work emphasizes key points, ideas, and/or concepts. Students will learn how to analyze and critique primary and secondary sources in order to use within research, as well as, understand the limitations of both kinds of sources. Students will use their knowledge of perspective and text structure when writing informative essays, persuasive speeches, and creative writing assignments. Students will continue working on oral communication skills through presentations, cooperative group work, and classroom discussions.

(Course will explore various texts from American Literature)

*(Prerequisite: English 9)*

## **English 11 - Expository Writing (Advanced Application of Language Arts 1) - 1 credit**

This course continues to build on students' reading, writing, research, and presentation skills by exploring both world literary and informational texts. Students will learn to develop topics with their writing by organizing complex ideas using valid reasoning and textual evidence, as well as integrating and evaluating a variety of texts (print, digital, visual, recorded). In addition, students will enhance their evaluation skills by determining the credibility and accuracy of sources. Students will 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 an exploration of multi-genre texts, the course will focus strongly on producing clear, thoughtful, and coherent writing that is appropriate to task, purpose, and audience. Through collaborative and individual work, students will use technology to produce and publish their writing, as well as, to respond to feedback and new information.

## **English 12 - Academic and Professional Writing (Advanced Application of Language Arts 2) - 1 credit**

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, 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.

## **Survey of Writing - Online - 1 credit**

Survey of Writing – Online, focuses on developing essential writing skills at the sentence, paragraph, and whole-task level. Students learn to use the writing process (outlining, drafting, and revising) to produce organized and coherent works of writing. Students apply discrete skills such as grammatical and style rules, literary devices, and MLA formatting guidelines. The course is designed to expose writers to a wide variety of tasks for academic purposes.

# **Math**

## **Algebra 1 - 1 credit**

Algebra 1 is a comprehensive course that includes topics such as recognizing and using patterns, operations in the real number system, solving equations and inequalities, proportional reasoning, linear functions, absolute value functions, solving systems of linear equations, laws of exponents, polynomials and factoring, quadratic functions, and transformations of functions. Algebraic thinking skills are developed through a variety of classroom activities, including group and individual, hands on projects, real world problem solving, class discussions, note taking and utilizing technology.

The prerequisite for this class is Pre-Algebra.

## **Geometry - 1 credit**

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. The prerequisite for this class is Algebra 1.

## **Algebra 2 - 1 credit**

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 cover solving linear, inequality 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.

The prerequisite for this class is Algebra 1.

## **Pre-Calculus - 1 credit**

This course solidifies students understanding of concepts and techniques from algebra, geometry, and trigonometry. Topics covered include trigonometric functions, complex trigonometric, polynomial, rational, exponential and logarithmic functions, combinatorics, recursion, analytic geometry, and an introduction to the ideas of calculus.

# **Physical Education and Health**

## **Health - Online - .5 credit**

Health emphasizes the importance of knowledge, attitudes, and practices relating to personal and community health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal and community health. Unit topics include: Understanding Self, Life Planning, Social/Emotional Health and Bullying, Mental Health, Sexual Health and Family Planning, Injury Prevention and Safety, Nutrition and Wellness, Global Health, Driver's Safety, and Environmental Health.

## **Physical Education - .5 credit**

This course is designed to meet the NASPE standards. Students will learn to 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 this 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).

# **Projects**

## **Project Fundamentals 1 and 2 - (Freshman & sophomore year) - .5 credit each year**

Project Fundamentals is designed to help you develop your basic understanding of project-based learning and 21st Century Skills, The ultimate goal is to prepare students to develop independent projects using research, real-world experiences, and their own skills and interests. Students will complete two supported semester-long projects throughout each year, building the skills needed for bigger and better independent projects in subsequent years. In their second year of projects class, students are expected to identify and work with the more challenging 21st century skills, like Civic Literacy and Engagement, Thinking and Problem Solving, Financial, Economic and Business Literacy, and Global Awareness.

### **Junior Seminar / Projects - 1 credit**

This class is designed to help you develop your independent-project skills with an emphasis on depth, and application of 21st century skills. The skills that you build in this class will help prepare you for the year-long senior project that will form the foundation for your senior exit interview – a requirement of graduation. All students will be required to complete a single, full-semester project, including research, in-class activities, and independent project development. Students need to complete an engaging project within the confines of a single semester, with a focus on developing a project that is meaningful.

### **Internships**

Summer internships served over a minimum of 60 hours, are an opportunity for KCS students to gain relevant on-the-job learning experience, to assist in exploring college and career readiness fields and developing an understanding of community and service to others. Internships also provide insights and ideas for possible senior year projects.

### **Senior Project - .5 credit**

Your senior project and internship experience is designed to help you develop and show off your mastery of independent, inquiry-based project development, and application of 21st Century Skills. The ultimate goal is to prepare students for post-secondary professional and/or academic settings, and to help you become engaged, lifelong learners. Students will develop a single, full-year project, including research, in-class activities, and independent project work; and share their accomplishments through community involvement, leadership with the younger students, and presenting projects at mid-year and final exhibitions.

## **Science**

### **Biology (Lab) - 1 credit**

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, lecture, 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.

### **Chemistry (Lab) - 1 credit**

Chemistry provides an overview of conceptual chemistry. Students will learn to interpret the world on an atomic and molecular level. Topics include the central tenets of scientific thought and exploration, experimental design, the periodic table, atomic structure, chemical bonding, chemical equations and reactions, basic stoichiometry, kinetics and equilibrium, oxidation/reduction reactions, acids and bases, the physical behavior of matter, and an introduction to organic chemistry. Although the course emphasizes conceptual chemistry,

students are expected to have a basic understanding of Algebra 1. Topics are explored through reading, laboratory activities, online assignments, lecture, and student-driven projects. Strong emphasis is placed on hands-on activities and students are expected to be active participants in class discussions and activities.

*(Prerequisites: Algebra 1)*

### **Physics (Lab) - 1 credit**

Physics provides an overview of conceptual physics. Topics include the central tenets of scientific thought and exploration, measurement, mechanics, energy, electricity and magnetism, waves, and an overview of modern physics concepts. Concepts are explored through reading, online assignments, lecture, 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.

*(Prerequisites: Algebra 1, Geometry)*

### **Field Ecology (Lab) - 1 credit**

Field Ecology is a field-based upper division course that provides an in-depth study of Hawaiian ecosystems with 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)*

### **Anatomy and Physiology - 1 credit**

Anatomy and Physiology is an upper division course that provides an in-depth study of human anatomy and physiology. Topics addressed include cellular anatomy and function, organization of life, chemistry of life, support systems (integumentary, skeletal, muscular), nervous system, and the cardiovascular system. Concepts are explored through reading, online assignments, lecture, dissection, and student-driven projects.

*(Prerequisites: Biology, Chemistry)*

## **Social Studies**

### **U.S. History and Government 1 - .5 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 - .5 credit**

U.S. History and Government 2 explores 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.

### **Participation in a 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.

### **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 foreigners to the islands, continuing on through statehood, and into modern movements and issues.

### **Civic Literacy and Engagement - 1 credit**

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. This course is an introduction to the issues, challenges and opportunities of civic life in Hawai'i in the 21<sup>st</sup> 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. We will engage in service and community-based learning projects, and explore why we do this, and what positive difference we can make in our community. We will have the opportunity to interact with community leaders who help make Maui a better place.

### **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.

### **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 contexts of present-day cultural, economical, 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**

### **Spanish 1 - 1 credit**

Spanish 1 will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

### **Spanish 2 - 1 credit**

Spanish 2 builds upon knowledge gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply them in their writing and speaking.

### **Spanish 3 - 1 credit**

This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as, an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood. Students will view Spanish language films and read selected Spanish literature.

# Technology and Engineering

## **Introduction to Technology - 1 credit**

This course will provide students with a comprehensive set of technology skills, including direct instruction in the use of popular software tools such as the Google suite of tools, Microsoft and Adobe suite of software, web design software, programming software, videography, ArcGIS and responsible use of social media. Students will become proficient in the use of software to enhance learning, increase productivity, promote creativity, collaborate in constructing technology-enhanced models, preparing publications and producing other creative works and marketing materials. Students will identify and use advanced features of software programs, a variety of media and formats in order to communicate information and ideas, collaborate, research, publish and interact effectively with multiple audiences. They will use technology as a tool for problem solving and decision-making, making informed decisions and students will understand the ethical, cultural and societal issues related to technology. Students will apply what they learn through integrated and team projects utilizing entrepreneurial and problem solving skills. They will practice responsible use of technology systems, information and software. They will use inquiry and exploration of technological advances in our society. This technology course is supported by the ISTE (International Society for Technology in Education) standards. This course utilizes material from Stemworks.

## **Introduction to Engineering and Design - 1 credit**

This course provides students with an understanding of the engineering concepts, the design and production process. Students will use problem-solving, project and time management skills to take an idea through a design process that will eventually be manufactured or produced. The course covers the role of an engineer, the design process, product design, product analysis and improvement. Students will build some cool products during lab using VEX Automation and Robotics, engineering software, Autodesk Inventor and other, 3-D design software, 3-D printing and ArcGIS software. Students will apply what they learn through integrated and team projects utilizing problem-solving skills. They will continue to refine research, time management and project management skills. Introduction to Engineering and Design is intended to serve as a foundation course and utilizes material from Stemworks and PLTW (Project Lead the Way).

## **Advanced Engineering - Civil Engineering and Architecture - 1 credit**

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process.

Civil Engineering and Architecture is a high school level course that is appropriate for 10th or 11th grade students interested in careers related to civil engineering and architecture. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

# Addendum C

## Typical schedule for a 9<sup>th</sup> grader

### Monday/Wednesday/Friday

- Language Arts/Social Studies
- Biology
- Algebra 1 or higher
- Spanish 1 or Visual Arts (student choice)
- Advisory

### Tuesday

- Physical Education
- Language Arts
- Technology 9

### Thursday (virtual)

- Health

## Typical schedule for a 10<sup>th</sup> grader

### Monday/Wednesday/Friday

- Language Arts/Social Studies
- Chemistry
- Geometry or higher
- Spanish 1 or Fundamentals of Art or Advanced Art (student choice)

### Tuesday (virtual)

- Survey of Writing

### Thursday

- Engineering 10
- Community Engagement
- Visual Art 10

# Addendum D

## Academic Schedule

### Monday – Tuesday - Wednesday – Thursday - Friday

8:30 – 9:40 am	Period
9:45 – 10:55 am	Period
11:00 – 12:00 pm	Advisory and Lunch
12:05 – 1:15 pm	Period
1:20 – 2:30 pm	Period

### Tuesday – Thursday (Running Start Only)

8:10 – 9:40 am	College class 1
9:45 – 10:55 am	College class 2

### Tuesday – Thursday (Lower Division Only)

8:30 – 10:10 am	Period
10:10 – 11:50 am	Period
11:50 – 12:50 pm	Lunch/Academic Assistance
12:50 – 2:30 pm	Period



