

Volume

19

Revised 08/5/2020

***Kihei Charter Public
School K - 12***

***Student Handbook
2020-2021***

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 a member of the Innovative Schools Network with a focus on developing 21st century skills. Student-centered learning, personalization, and integration characterizes our educational programs, authentic performance based assessment, experiential education, and project-based learning. KCS is a community-based school that utilizes Maui's unique resources to create innovative, creative, independent, life-long learners who are engaged citizens committed to affecting positive change in their community.

WASC Accreditation

Kihei Charter School received a six-year accreditation term through 2021 from the **Western Association of Schools and Colleges (WASC)** in 2015. As part of the accreditation process, all stakeholder groups within the school community worked together to identify the strengths and challenges facing the school in the coming years. From this experience, we have built targeted action plans to address our challenges and build a brighter future for our children.

What is a Charter School?

From the website: 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."

Kihei Charter School Goals

- Develop a highly innovative and valuable learning environment on Maui, unique in the world for what it has to offer and how it is implemented.
- Pioneer a curriculum that is 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 startup enterprises.
- Provide students with a strong foundation 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 academic work with service 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.
- Create a continuum of development for 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 both community and global challenges in order to focus curriculum toward making valuable innovations and developing schoolwide threads of enterprise in those areas (i.e., 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 for the continuing goal of improving education and opportunities for our community. These community relationships include but are not limited to: 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.

School Contact Information

Kihei Charter High School (KCHS)
650 Lipoa Parkway, Kihei, HI 96753
Phone: (808) 875-0700
Fax: (808) 874-6745
Website: www.kiheicharter.org

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

School Administrative Staff

Cathy Rimorin, Accounting Clerk	crimorin@kiheicharter.org
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Academic Policies

Grading

Student course grades are weighed according to the following formula:

- 25% Homework/Classwork
- 25% 21st Century Skills
- 50% Assessments

The KCS academic year is divided into semesters and students work toward earning half credits each semester for full year courses that are worth one credit. For full year courses that are worth .5 credit, a student's final grade is calculated by taking the average of their semester 1 and semester 2 grade.

Students must earn at least a 70% in order to receive credit for courses. While it is not the expectation for Kihei Charter School students to earn below 70% on homework/classwork, 21st Century Skills, and assessments, it is the primary goal of the school to facilitate the academic success of all students. Students who earn between 60% and 69% will have the opportunity to remediate their work toward earning a 70% in the course and thereby earning credit for the semester. This nature of remediation will be determined by the teacher and take place at the start of the spring semester or during summer recess. The student will have two weeks 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.

The KCS High School grading scale is as follows, and this includes all virtual courses:

97 - 100	A+	4.3
94 - 96	A	4.0
93 - 90	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

Grades earned in Early Admit dual enrollment courses through University of Hawaii Maui College (UHMC) will be weighted as follows:

A	5.0
B	4.0
C	3.0
D	1.0
**** F	0.0

**** Please note: It is not the expectation of either the school or college that students participating in the Early Admit program earn Ds—doing so indicates that the student may not be ready to participate in collegiate level courses. If a student receives a D in an Early Admit course, or their grades in KCS classes fall below expectations, the student’s continued participation in the Early Admit program will be reviewed.

Attendance

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

When students are marked absent in a class, families will receive a phone call to notify them that their child is not at school. 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 Google Classroom.

Poor attendance limits accomplishments and reinforces a habit that 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.

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. Parents can track student attendance through PowerSchool, which will record excused and unexcused absences, and tardies. 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. We ask families to email their child’s homeroom teacher (elementary) or advisor (middle and high school) to notify them of an absence.

Absences – Truancy

Truancy is triggered when a student misses the indicated number of school days listed below in any given quarter.

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

*Step One Intervention: 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 Intervention: 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 that they are legally considered 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.

At the high school, three missed classes counts for 1 "daily" absence.

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 you will be marked absent.

In the case of excessive tardies, parents will be directly contacted the student's homeroom teacher or advisor.

Late Work

Students who turn in late work will not earn credit for 21st Century Skills demonstration; however, their work will still be eligible for earning credit for homework/classwork and/or assessment grades.

Kihei Charter High School strives to promote personal responsibility to all of its students. It is the belief of the school that punctuality is a fundamental 21st Century Skill.

Students who turn work in on time will be given the opportunity to remediate their work per the

facilitators' comments and suggestions and at the teacher's discretion

Academic Interventions

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

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 11th grade are required to participate in mandatory state testing.

Standards Based Learning (Homework/Classwork)

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 (HCPS), Federal Common Cores Standards (CCS), and Next Generation Science Standards (NGSS), which are required learning components for all public school students in the State of Hawaii, and through student demonstration of the 21st 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>

Performance Competencies: The 21st Century Skills

Students will be assessed on 21st Century Skills through performance competencies and Student-Led Conferences (SLCs). The 21st Century Skills Student must acquire and demonstrate growth in all eight of the 21st Century Skills before being promoted 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 nonverbal communication.

- Thinking and Problem Solving

Students will demonstrate thinking and problem solving in all curricular areas through project 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.

Project Based Learning and Assessment

Students will participate in authentic, project-based learning activities as part of the required curriculum of the high school. Freshmen work on integrated projects while sophomores and juniors are required to complete independent projects each year. Seniors are required to complete a yearlong independent project.

Athletic Participation for Middle and High School

High school students may participate on our MIL (Maui Interscholastic League) cross country, bowling, paddling, golf, tennis or track and field teams. If KCS does not offer a team in a given sport, students may play for their "home" school (ie. the public high school nearest to their home). More detailed information can be obtained directly from the Athletic Director.

Students must meet the eligibility requirements in order to participate in middle school and MIL sports. Students must maintain a 2.0 GPA, have no Fs in core classes (Language Arts, Social Studies, Math, Science and Junior and Senior Seminar), abide by school rules, and are limited to four (4) years of participation. Grades will be checked on a weekly basis during the season. If a student is failing a course, they are not eligible to attend practice or compete until the grade is raised. The student must attend a minimum of 80% of all practices and contests within a specific sport season.

When the student meets the academic participation expectations detailed above, they can earn .5 PE credit for the sport they participated in.

Early Admit College Program

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

This program is available to any student enrolled in 11th or 12th grade* who:

- Is under the age of 21
- Fulfills and complies with college campus requirements
- Completes admissions forms: UH admissions application and Early Admit Dual Credit Application
- Obtains required health clearances: TB (no older than one year prior to the first day of the semester), Varicella (chicken pox) 2 doses, MMR (Measles, Mumps, Rubella) 2 doses, and Tdap (Tetanus-diphtheria-acellular pertussis) 1 dose.
- Achieves appropriate math and English scores on Accuplacer placement assessments

- Maintains acceptable academic standing
- Pays college tuition, fees, and applicable textbooks and supplies

*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.

The decision to begin taking college courses early is an important one, and involves the student, the student's advisor, his or her parents, school administration, and Maui College. Students who are successful in the Early Admit program are students who are self-motivated, responsible, organized, have good study skills, and do not have behavior/discipline issues.

Students earn one (1) high school credit for each Early Admit course they successfully complete.

UHMC offers one to two classes per semester on site in our high school facility, commonly referred to as "sheltered courses." The number of sheltered courses offered depends on how many students successfully apply. English 100 is offered in the fall and a rotating line of social studies courses are offered in the spring. Introduction to Sociology will be offered in the spring of 2021, Introduction to Psychology in the spring of 2022, and World Religions in the spring of 2023.

Before taking non-sheltered Early Admit courses on the UHMC campus, students will show success in both the fall and spring sheltered courses by earning a C or higher. The following school year, the student may take up to six credits (~two classes) in the fall and up to nine credits (~three classes) in the spring. Exceptions to this general rule are made on a case-by-case basis, and after a meeting between the student, the student's parents, and the Early Admit coordinator.

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

The GPA scale for Early Admit classes differs from the scale for regular KCS courses, and is as follows:

- A - 5.0
- B - 4.0
- C - 3.0
- D - 1.0
- F - 0.0

It is not the expectation of either the school or college that students participating in the Early

Admit program earn Ds—doing so indicates that the student may not be ready to participate in collegiate level courses. If a student receives a D in an Early Admit course, or their grades in KCS classes fall below expectations, the student’s continued participation in the Early Admit program will be reviewed.

If a student earns a D or below in a course, it is highly encouraged that the student not take college level courses the following semester. In the case that the student does choose to take college courses the semester after earning a D, they are required to cover the full cost of tuition for that course. The ability to take college courses after this semester-long probationary period will be based on the student’s current academic performance.

In an effort to make Early Admit available to all eligible students, KCS will cover 50% of the cost of tuition for all students, and 100% of the cost of tuition and fees for students who qualify for free/reduced lunch. The cost of tuition for the 2021-2021 school year is \$131/credit hour.

Early Admit also offers a limited number of GEAR UP scholarships for eligible low-income students to cover the costs of one course. In the case that a student receives the Gear Up scholarship and is taking more than one course, KCS will only reimburse for the courses that are not covered by the scholarship.

KCS will pay UHMC directly for tuition and fees once students have enrolled in their classes. Families will be invoiced directly by KCS for their amount owed after the last withdrawal date, usually around November and April for the fall and spring semester, respectively. Please be aware that any student with an excess of \$20 in outstanding KCS lunch balance will have their tuition payments applied to their outstanding lunch balance first.

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

The UCMC add/drop dates can be found at both <http://maui.hawaii.edu/assets/PDF/Fall%202020%20Academic%20Calendar.pdf> and <http://mslindseykcs.weebly.com/early-admit-college-program.html>

While students may choose to take Early Admit courses during the summer semester, KCS does not reimburse for these courses.

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.

Withdraw/Drop Policy

The Withdraw/Drop policy for students who choose to drop a KCS or Acellus virtual course after its start date, effective for school year 2020-21, is as follows:

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

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

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, but the student will not earn credit for any of the assignment's 21st Century skills.

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

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

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

Behavior of Students

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 KCS discipline policy is designed to support positive behavior and teach, counsel and redirect unacceptable conduct.

Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. All people concerned with the school have the responsibility to create a positive environment within the building, on school property, and at any school event.

Point System

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

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

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

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

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

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

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

Student Acts Requiring Disciplinary Action - Chapter 19, Student Misconduct and Discipline

Unlawful student conduct, acts prohibited by State law, are strictly prohibited and enforced during school hours, on school premises or during school-supervised activities

Class "A" Offenses (4 point violations)

Faculty and Staff must report 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 serious 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 hi-jacking; 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.

****Pandemic rule:** Purposely exposing others to germs: i.e. coughing on another person, touching others' belongings, etc.

Class "B" Offenses (2 point violations)

Faculty and staff 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.

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.

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 Leadership Team.

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

Kihei Charter School has very high expectations of student behavior, consequently when a student is involved in a Class A or B offense, they must remember the following:

- The Board of Governance supports a Zero Tolerance Policy on all Class A and Class B infractions and mandate that all discipline decisions are the responsibility of the High School Leadership Team.
- Any suspension from KCS carries over to all Hawaii public schools if a student tries to withdraw to avoid the suspension period.
- Any drug, alcohol or non-firearm weapon infraction can expect a lengthy suspension and disciplinary probation if the student returns after the suspension period.
- All suspensions are based on school days not calendar days.
- A progressive discipline response is our preferred method; however, based on the severity of the infraction, that may not be possible.
- It is always the goal of student discipline to change behavior and allow the student to learn from their mistakes.

Class "C" Offenses - (1 point violations)

Referral should be written by faculty or staff

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

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

Cell phone policy violation: Students uses cell phone during class or during passing periods.

Class Cutting: Unauthorized absence of a student from class.

Defiance/Disrespect/Non-Compliance: Student engages in brief or low-intensity failure to respond to adult requests.

Disorderly conduct: or physical contact (pushing, etc.).

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.

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.

Possession of inappropriate items: including but not limited to toy guns, water balloons, pea shooters, spit wads and other non-weapon items, which when used create minor disruptions

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.

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

Missing a detention without making alternative arrangements

Misuse of permits or giving false information: the act of illegally using writing, or displaying in writing the names of another person, falsifying times, grade, addresses, absence excuses, or other information on school forms)

Physical Contact: Student engages in non-serious, inappropriate physical contact.

Property Misuse: Student engages in low-intensity misuse of property.

Skipping school (per day)

Cheating on classroom assignments or test (refer to teacher's class rules for effect on grade)

Behavior that infringes on the rights and/or safety of others

Obscene and/or lewd behavior and/or language: obvious suggestive sexual gestures exhibited in view of students or staff member: profane language - the act of swearing or cursing).

Willful destruction or defacement of school property or the property of others: damage less than \$100.00; restitution is expected

Copying or tampering with another person's computer file or a school owned program/system or any school record.

Gambling (ex. Poker)

Theft of school property or the property of others: value less than \$100.00; restitution is expected

Failure to report directly to the office for disciplinary action

****Pandemic rule:** Violation of mask wearing policy

Class "D" Offenses

Referrals should be written by faculty and staff

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 if it leads to bodily injury or disruption of school operation. 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
- Any other activity where it is determined there is a "victim"

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

Disciplinary Actions for Class "C" and Class "D" Offenses

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

- 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

Progressive Discipline Protocol

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

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

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

NOTE: Out of school suspensions totaling no more than ten (10) days may be imposed on Special Education students under an existing IEP. Each time a new IEP is held, a new ten (10) day "clock" begins. In the event that a longer term of suspension is sought for a special education student, a conference must be convened to determine whether the student's program is appropriate, whether the student was aware of and understood the rules, and whether the misbehavior was a manifestation of the student's handicap.

If the IEP established that the student's program was appropriate, that the student was aware of and understood the rules, and that the student's misbehavior was not manifestation of the handicap (and this determination is not appealed) then a suspension of more than ten (10) days may be imposed. However, even under such circumstances, the District is not permitted to terminate special education services, but must continue to provide special education services even during the course of a long-term (more than ten (10) days) suspension, it is appropriate that another conference be convened to determine what certain special education services will be provided to the student during the suspension term.

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. In this case, we expect high school parents to contact the High School front desk at 875-0700 in order to deliver urgent messages to their child during the regular school day.

Students may not use their cell phones (or any other handheld technology) at anytime during the school day, unless directed to do so by a staff member. If students are using cell phones without permission, they will be confiscated and returned at the end of the school day.

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 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. 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.

Elementary and Middle School students are required to wear a Kihei Charter School shirt, which can be purchased from the front office. KCS athletics shirts are also acceptable.

As a guide for students, the following is an incomplete, yet helpful, list of unacceptable clothing for school as determined by the Kihei Charter School Board of Governance.:

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 sunglasses inside of school.
- Items that do not sufficiently cover the body
- Bare feet (i.e. not wearing shoes)
- Items that damage the floor, furniture, school or other property
- Hats, bandanas, and hoods (may be worn outside of the school building only)

****Pandemic Addition**

- Students will be asked to wear face masks when entering and exiting the campus, in the hallways, and in the classrooms when it is not possible to maintain a 6' social distance between others

If there is uncertainty regarding appropriateness of clothing, KCS director/staff will make a determination.

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.

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

Continued violation of the dress code will result in a conference with the parent/guardian, student and an administrator.

Intoxicating Substances or Illicit Drugs

If a student appears to be under the influence of alcohol or illegal drugs, they will be escorted by an adult to the Dean's Office and their parents will be notified.

The student, in the presence of multiple adults, will be checked for contraband and if anything is found or there is an obvious suspicion that they are under the influence, parents will be immediately notified and the student will be sent home.

The length of the suspension will depend on the student's level of cooperation. Any student who used intoxicating substance(s) or illicit drug(s) while attending school, or any school related activity or event may be excluded from attending school for up to ninety-two school days.

Students will not be allowed to return to school until the parent produces a negative drug test from a certified testing agency. In addition, the student will be referred to the MYFS/IOP program, as well as, the on campus Ke Ala Pono program.

The student will be given the option to return from suspension early only if they participate in the Ke Ala Pono program. The early return option would be available after the student attends a minimum of ten sessions.

Conditions Under Which General School Searches and Seizures May Be Carried Out

Searches and seizures may be carried out if at the time of the search, there are reasonable grounds to suspect that the search will turn up evidence that the student or students have violated the law or provisions under this handbook. The school official may examine the contents and belongings, which may include but are not limited to: purses, fanny packs, backpacks, jackets, shoes, socks, or any outer clothing.

The student who will be subjected to a search shall be informed of the purposes of the search and shall be given an opportunity to voluntarily relinquish the evidence sought by the school official. Any object observed during a search may be seized by a school official when possession of the object is a violation of the law or provisions of this handbook.

Leaving Campus Without Consent

Students may not leave campus without first obtaining permission from school officials. All students who leave school early must have permission from the school, and must sign out at the front office. No student may leave campus during the lunch break.

Modified Schedule

Juniors and seniors who either take college classes at UH Maui or have gaps in their schedule (more than a one period break) may qualify for a modified schedule.

A student who qualifies for a modified schedule must obtain a permission form from the Academic Dean. The form must be completed and signed by both the student and parent. The

form will be submitted back to the Academic Dean for verification. Once verified, the student will have a notification in Powerschool altering office staff to when they are allowed to leave campus.

Before leaving campus during their verified gap time, the student must sign out at the front office. Upon returning to campus, the student must sign in at the front office. Failure to sign in and out may result in losing the privilege to hold a modified schedule. Failing grades may also result in loss of a modified schedule.

**Students may NOT leave campus for lunch, if that is their only gap in their schedule on that day.

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 student's who do not participate safely, there will be a meeting with the Leadership Team.

Enrollment

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.

Non-Compliance Procedures

In support of students with chronic behavioral, non-compliance, and/or insubordination issues, the school will implement 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 it offers and for the experiential, project-based learning experiences that it provides. If students and families are not participating in the processes that KCS has created 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 Head of School will be notified each semester of the number of students who 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 have previously attended KCS and were counseled to an alternate setting/school due to continual lack of success and/or non-compliance, despite KCS interventions.

Any student who has been advised by KCS to attend an alternate educational setting due to a 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 an application at the correct 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.

Need-Based Financial Assistance

Kihei Charter School does not intend to exclude any student from an activity due to financial constraints. To determine a family's need, KCS utilizes the free and reduced lunch status as determined by completion and approval of the federal lunch application. Financial assistance is provided for, but not limited to, field trips, Early Admit tuition, after-school enrichment, yearbook, etc.

Essential Terms

- **STEM.** (Science, Technology, Engineering, & Math)
- **STEAM.** (Science, Technology, Engineering, Arts & Math) STEM education supported by access to the arts
- **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 on 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, Early Admit college classes, internships, community-based projects, etc.
- **Dual Enrollment.** We will continue our partnership with the University of Hawaii Maui Campus (UHMC) to provide our students with access to Early Admit 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, Grow Some Good, 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, Waikamoi Reserve, Waihee Refuge, the Hawaiian Islands Humpback Whale National Marine Sanctuary, and the National Atmospheric and Oceanographic Association and more.

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. High school students should not be dropped off at school prior to 7:30 a.m., or left at school past 4:00 p.m., unless participating in after school activities or previously arranged with school personnel.

- **PowerSchool and Teacher Web Sites**

Teachers are committed to keeping PowerSchool and their Google Classroom 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 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**

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 toward academic success. These supports may include, but are not limited to, additional support in the classroom, targeted academic assistance, online supports, 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.

- **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.

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. The four pillars that hold our school culture up are: Effort Creates Ability, Ownership, Everything Speaks, and Respect and Courtesy. Positive behavior is rewarded at the end of each quarter, with awards given to students who exemplify these four pillars. Students who choose not to conduct themselves in the appropriate manner as outlined by school faculty and administration will face serious consequences as a result

• 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 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 (Everything Speaks) are two of the most important concepts when students engage in-group problem-based assignments.

• Homework

Students will 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 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 instructors.

• Receive 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, online supports, 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.

Graduate of Kihei Charter School

A KCS graduate is a young person who:

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

Commencement Ceremonies

The high school graduation ceremony is held at the end of the spring semester. It is the policy of the local school board that “a student may not participate in any official graduation ceremonies or activities unless they have met all graduation requirements.” In order to participate in graduation, a student must also settle all accounts with the school.

Valedictorian

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

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

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

Director's Choice Award

Each year the Director will choose a high school 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 high school 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 taught by former Athletic Director James Sparke.

The Head of School will chair the selection committee. Only one recipient will be honored annually.

Technologies

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.

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.

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” and/or disruptive/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 and 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, 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.

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. Our students need to be present, focused, and ready to work on the task at hand. **Handheld technologies are to be restricted to time away from the classroom and are only permitted for use during class time when they are part of the learning activity as designed by the facilitator.** If students are demonstrating inappropriate use of these technologies, they will be confiscated and returned the student at the end of the school day.

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.

Electronic Mail Policy

Communication is vital and email should be checked everyday.

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.

Further, Kihei Charter School is obligated to cooperate with local, state, or federal officials 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.

PowerSchool

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. With PowerSchool, parents gain immediate access to their children's grades and students can track their own progress.

With PowerSchool, parents and students can:

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

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

Wellness

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 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.
- Equips 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.
- Engages students in learning that prepares them to choose a healthy diet.
- Includes students of all abilities.
- Is taught by "highly qualified" teachers of health education.

Opportunity to Learn:

- Includes students of all abilities.
- Provides 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 offers 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. 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.

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.

Other Important Information

After School Hours

All students who remain on campus after being 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.

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 picture 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.

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 positive.

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 administration.

Lost and Found

Articles of value found by students should be submitted to the front office. Inquiries regarding lost articles should also be made to the front office.

Signing 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. *All students should be signed in and out at the front desk when arriving late or leaving early.*

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 balance

Addendum A

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 teacher 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.

Addendum B

Kihei Charter School

2020 – 2021

Consent, 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: _____

Addendum C

Kihei Charter School
Parent Authorization for Travel for 2020 - 2021

Dear Parents and Guardians:

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

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

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

Emergency Contact #1 relationship to student _____

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

Emergency Contact #2 relationship to student: _____

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

Emergency Contact #3 relationship to student: _____

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

MEDICAL INSURANCE COVERAGE

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

My student has medical coverage with: _____ Policy # _____

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

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

Parent/Guardian's signature: _____ Date: _____

Addendum D

Kihei Charter High School Graduation Requirements - 2020-21

English Language Arts
4.0 credits

Social Studies

4.0 credits including:

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

Mathematics

3.0 credits including:

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

Science

3.0 credits including:

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

World Language OR Fine Arts

2.0 credits in one of the specified programs of study

Engineering and Technology

1.5 credits including:

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

Wellness Portfolio

2 credits including:

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

Advisory

2 credits including:

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

Projects and Personal Growth

3 credits including:

- | | |
|-----------------------------------|-----------------------------|
| Community Engagement (0.5 credit) | Junior Seminar (1.0 credit) |
| Internship (0.5 credit) | Senior Seminar (1.0 credit) |

Total 24.5 credits

Addendum E

High School Course Descriptions

ADVISORY

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

ADV9 9th Advisory

Gr 9 .5 credit/year

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

ADV10 10th Advisory

Gr 10 .5 credit/year

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

ADV11 11th Advisory

Gr 11 .5 credit/year

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

ADV12 12th Advisory

Gr 12 .5 credit/year

12th grade advisory helps students explore the question, “Where Am I Going?” Students receive support as they begin to make post-high school college and career plans and prepare for their end-of-year graduation defense. Students complete their online high school portfolios, which are

presented in front of a panel of professionals during their defense. 12th Advisory occurs once per week and aligns with students' Senior Seminar course.

ART

ART100 Fundamentals of Art and Design

Gr 9-12 1 credit/year

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

ART200 Advanced Art and Design

Gr 9-12 1 credit/year

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

ART300 Media Studies and Yearbook

Gr 11-12 1 credit/year

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

CIVIC LITERACY AND ENGAGEMENT

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

COMMSVC1 Community Engagement

Gr 10-12 .5 credit/year

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

ENGINEERING

EN100 Introduction to Engineering Design

Gr 9 .5 credit/year

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

EN200 Principles of Engineering

Gr 10 .5 credit/year

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

Prerequisites: Introduction to Engineering Design

LANGUAGE ARTS

ELA100 English 9: Communication Fundamentals

Gr 9 1 credit/year

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

ELA200 English 10: Oral/Written Communication

Gr 10 1 credit/year

Students explore perspective and point of view by comparing and contrasting specific topics written by different authors, including key texts from American literature. Students use their knowledge of perspective and text structure to write informative essays, persuasive speeches, and creative writing assignments. Students develop oral communication skills through

presentations, cooperative group work, and classroom discussions. Students also learn how to analyze and critique primary and secondary sources to use within research and understand the limitations of both kinds of sources. *Prerequisite: English 9*

ELA300 English 11: Expository Writing

Gr 11 1 credit/year

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

Prerequisite: English 10

ENG400 English 12: Academic Writing

Gr 12 1 credit/year

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

MATH

MA100 Algebra I

Gr 9 1 credit/year

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

MA200 Geometry

Gr 10 1 credit/year

This course formalizes what students have learned about geometry in the middle grades, with a

focus on reasoning and making mathematical arguments. Students develop geometric reasoning skills, such as analyzing rigid motions, completing formal constructions, and writing proofs. Some of the topics in this course include proving circle, triangle and polygon properties, transformations, area, the Pythagorean Theorem, volume, similarity, trigonometry, and logic.

Prerequisite: Algebra I

MA301 Algebra II

Gr 11-12 1 credit/year

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

Prerequisites: Algebra I, Geometry

MA302 Consumer Math

Gr 11-12 1 credit/year

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

MA400 Precalculus

Gr 11-12 1 credit/year

This course is designed to cover topics in Algebra ranging from polynomial, rational, logarithmic and exponential functions to conic sections, vectors and matrices. It is also designed to cover topics in discrete math, probability, sequences and series. Trigonometry concepts such as Law of Sines and Cosines are introduced. Students begin learning calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college pre-calculus or calculus courses.

Prerequisite: Algebra II

PHYSICAL EDUCATION AND HEALTH

HEALTH9 Health

Gr 9 .5 credit/year

Health classes are designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. The studies will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

PE100 Physical Education

Gr 9-12.5 credit/year

Physical Education classes are designed to practice and develop skills in activities that will help students maintain fitness throughout their life. We will explore fitness activities designed to improve all areas of fitness. Our goal is that by the end of the year is to improve students' baseline fitness levels through regular cardiovascular endurance training, muscular endurance training, and activities designed to increase current levels of fitness. Students will be introduced to life-long activities designed to increase their likelihood of exercising in the future.

PROJECTS AND PERSONAL GROWTH

JR101 Junior Seminar

Gr 11 1 credit/year

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

INT400 Internship

Gr 11/12 .5 credit/60 hours

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

SR100 Senior Seminar

Gr 12 1 credit/year

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

SCIENCE**SCI101** Physical Science

GR 9-10 1 credit/year

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

SCI102 Biology

Gr 9-10 1 credit/year

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

SCI200 Chemistry

Gr 10-12 1 credit/year

This course provides an overview of the conceptual chemistry. Topics include the central tenets of scientific thought and exploration, experimental design, properties of matter, scientific measurement, atomic structure, electron configuration, the periodic table, ionic and covalent bonding, chemical names and formulas, chemical quantities and reactions, stoichiometry, states of matter, the behavior of gases, reaction rates and equilibrium, acids and bases, oxidation-reduction reactions, nuclear chemistry, and an introduction to organic chemistry.

Concepts are explored through reading, assignments, lectures, laboratory activities, and student-driven projects. The Common Core practice standards are embedded throughout the course in a way to encourage problem solving, critical thinking, and active participation.

Prerequisite: Algebra 1.

SCI301 Field Ecology

Gr 11-12 1 credit/year

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

Prerequisites: Biology, Chemistry

SCI302 Marine Biology

Gr 11-12 1 credit/year

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

Prerequisites: Biology, Chemistry

SCI400 Applied Physics

Gr 11-12 1 credit/year

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

Prerequisites: Algebra 1, Geometry

SOCIAL STUDIES

SS101 Social Studies 9 – Participation in Democracy

Gr 9 .5 credit/semester

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

SS102 Social Studies 9 – Modern Hawaiian History

Gr 9 .5 credit/semester

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 46 as well as study the effects of change on the people of Hawai'i. Course content begins with a look at pre-contact Hawaiian civilization, the campaign of Kamehameha, then outlines the change brought about by the first foreigner to the islands, continuing on through statehood, and into modern movements and issues.

SS200 Social Studies 10 – U.S. History and Government

Gr 10 1 credit

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

U.S. History and Government 2 explores the events leading up to The Great Depression and FDR's New Deal, World War II, The Cold War, Civil Rights Era, and Contemporary Culture and Society.

The course explores how each event and era influences laws, power of governmental institutions, and society. Students will identify and be able to explain the role of citizens within each sector of society, including the contributions of minorities and women.

SS300 Social Studies 11 – World History and Culture

Gr 11 1 credit

This course examines the development and dynamics of human experience through the lens of world history, focusing on themes such as migration, imperialism, religion and culture, politics,

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

SS400 Social Studies 12 – Global Issues

Gr12 1 credit

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

SPANISH

SPAN100 Spanish 1 – 1 credit

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

SPAN200 Spanish 2 – 1 credit

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

Prerequisites: Spanish 1 or instructor approval

Addendum F

<p>HIGH SCHOOL '20-21 Bell schedule: Face to Face Weeks Quarter 1 <u>Monday/Friday</u> 1- 8:30-10:15 (advisory/check-ins for first 10 minutes) 105 min Break/Extender- 10:20-10:35 2- 10:40-12:15 Lunch- 12:20-12:50 3- 12:55-2:30</p> <p><u>Tuesday/Thursday</u> 4- 8:30-10:10 Break/Extender- 10:15-10:30 5- 10:35-12:15 Lunch- 12:20-12:50 6- 12:55-2:30</p> <p><u>Wednesday*</u> 1- 8:30-9:10 2- 9:15-9:55 3- 10:00-10:40 4- 10:45-11:25 Lunch- 11:30-12:00 5- 12:05-12:45 6- 12:50-1:30</p> <p><i>*Upper division classes meet virtually on Wednesday. No senior seminar on Wednesday.</i></p> <p><i>**1st period class is advisory for 9th and 10th grade.</i></p>	<p>HIGH SCHOOL '20-21 Virtual Schedule Quarter 1 <u>Monday/Friday</u> Adv- 8:30-8:55 1- 9:00-9:45 2- 9:50-10:35 3- 10:40-11:25 Lunch- 11:30-12:00 4- 12:05-12:50 5- 12:55-1:40 6- 1:45-2:30</p> <p><u>Tuesday/Thursday</u> 1- 8:30-9:20 2- 9:25-10:15 3- 10:20-11:10 Lunch- 11:15-11:45 4- 11:50-12:40 5- 12:45-1:35 6- 1:40-2:30</p> <p><u>Wednesday</u> 1- 8:30-9:10 2- 9:15-9:55 3- 10:00-10:40 4- 10:45-11:25 Lunch- 11:30-12:00 5- 12:05-12:45 6- 12:50-1:30</p>
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Addendum G

MIDDLE SCHOOL Face to Face Bell Schedules			MIDDLE SCHOOL Virtual Bell Schedules		
'20-'21 Quarter 1			'20-'21 Quarter 1		
6th and 8th			7th		
6th and 8th			7th		
PD1		PD1		Advisory	Advisory
8:30-9:30		8:30-9:20		8:30 - 8:50	8:30 - 8:50
PD2		PD2		PD1	PD1
9:35-10:35		9:25-10:15		8:55 - 9:50	8:55 - 9:40
Break 10:35-10:50		PD3		Break 9:50 - 10:05	PD2
		10:20-11:10			9:45 - 10:30
PD3				PD2	
10:50-11:50		Lunch 11:15 - 11:45		10:05 - 11:00	Break 10:30 - 10:45
Lunch 11:55-12:25		PD4		PD3	PD3
		11:50 - 12:40		11:05 - 12:00	10:45 - 11:30
PD4					
12:30-1:30		PD5		Lunch 12:05 - 12:35	PD4
		12:45 - 1:35			11:35 - 12:20
PD5				PD4	
1:35 - 2:30		PD6		12:40 - 1:35	Lunch 12:25 - 12:55
		1:40 - 2:30			
				PD5	PD5
				1:40 - 2:30	1:00 - 1:45
					PD6
					1:50 - 2:30

MIDDLE SCHOOL Wednesday Schedule		
'20-'21 Quarter 1		
6th and 8th		7th
PD1		PD1
8:30-9:20		8:30 - 9:10
PD2		PD2
9:25-10:15		9:15 - 9:55
PD3		PD3
10:20-11:10		10:00 - 10:40
Lunch 11:15-11:45		PD4
		10:45 - 11:25
PD4		
11:50-12:40		Lunch 11:30 - 12:00
PD5		PD5
12:45-1:30		12:05 - 12:45
		PD6
		12:50 - 1:30

Addendum G

Grades K-5 Schedule

Grades K-5 students will attend classes on campus 5 days per week.

The school day will be from 8:15 am - 2:15 pm.

Class sizes will be decreased to 12 students per class in grades K-2.

Class sizes will be decreased to 16 students per class in grades 3-5.