

Volume

9

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Kihei Charter School

Student Handbook

2009-2010

**KIHEI CHARTER SCHOOL
STUDENT HANDBOOK
2009-2010**

TABLE OF CONTENTS

Page

- 3. Student Calendar
- 5. Introduction to Charter Schools and Essential Schools
- 6. Mission and Goals of KCS
- 7. Belief Statements of KCS
- 8. Staff Contact Information
- 9. Expectations of Students
- 10. Expectations of Parents
- 12. Performance Competencies: The 21st Century Skills of KCS
- 13. Standards Based
- 14. Grading Scales and Policies
- 17. PowerSchool and Teacher Web Pages
- 18. Academic Policies
- 20. Attendance Policy
- 21. Student Conduct
- 25. Dress Code
- 26. Vision of a KCS Graduate
- 27. Graduation requirements of KCS
- 29. Commencement Ceremonies, Valedictorian, and Director's Choice Award
- 30. KCS High School Course Descriptions
- 38. Running Start
- 39. Daily Schedules
- 41. Academic Interventions and Non-Compliance Procedures
- 42. Special Education, CSSS, State Standardized Testing, and Withdrawals
- 43. Network Computing Policy
- 47. For Students Participating in Hybrid-Virtual Courses
- 50. Other Important Information
- 54. Consent and Agreement Form (***Must be signed***)
- 55. Universal Permission Slip (***Must be signed***)

2009-2010 KCS Student Calendar

Semester One

2009	S	M	T	W	T	F	S	
July				1	2	3	4	
	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	July 23 - First Day for MS and new HS Students
	19	20	21	22	23	24	25	July 27 - First Day for returning HS Students
August	26	27	28	29	30	31	1	August 7 - Teacher Work Day
	2	3	4	5	6	7	8	August 17 - 1st Day for K12 Virt Courses - K8 and HS
	9	10	11	12	13	14	15	August 21 - Statehood Day Holiday
	16	17	18	19	20	21	22	August 24 - 1st Day for MCC RS Sem 1
	23	24	25	26	27	28	29	September 4 - Teacher Work Day
September	30	31	1	2	3	4	5	September 7 - Labor Day Holiday
	6	7	8	9	10	11	12	September 18 - Teacher Work Day
	13	14	15	16	17	18	19	Septmber 16-17 - Afternoon/Evening Parent Teacher Conf
	20	21	22	23	24	25	26	Septmber 21-24 - First Quarter Exhibitions / Open House
October	27	28	29	30	1	2	3	September 25 - End of First Quarter
	4	5	6	7	8	9	10	Sept 28 - Oct 12 - Fall Break for B&M Students
	11	12	13	14	15	16	17	October 15 - Maui Teacher Institute Day
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	October 30 - Teacher Work Day
November	1	2	3	4	5	6	7	November 11 - Veterans Day Holiday
	8	9	10	11	12	13	14	November 20 - Teacher Work Day
	15	16	17	18	19	20	21	November 26-27 - Thanksgiving Holiday
	22	23	24	25	26	27	28	December 10 - End of Fall Sem 1 MCC RS Courses
December	29	30	1	2	3	4	5	December 14-17 - 2nd Quarter Exhibitions
	6	7	8	9	10	11	12	December 17 - End of 2nd Quarter/Semester I
	13	14	15	16	17	18	19	December 18 - January 8 - Winter Break
	20	21	22	23	24	25	26	December 22 - End of K12 Virt HS Sem 1 courses

Intersession, Holidays and Teacher Work Days - Non student days

Half Days

Semester Two

2010	S	M	T	W	T	F	S	
January	27	28	29	30	31	1	2	
	3	4	5	6	7	8	9	January 11 - 1st Day of 2nd Sem/3rd Quarter + MCC RS Sem 2
	10	11	12	13	14	15	16	January 18 - Martin Luther King Holiday
February	17	18	19	20	21	22	23	January 19-22 - Half Day - Student Led Conferences
	24	25	26	27	28	29	30	January 19 - First Day Sem 2 K12 Virt Classes
	31	1	2	3	4	5	6	January 29 + February 12 - Teacher Work Day
	7	8	9	10	11	12	13	February 15 - Presidents' Day Holiday
March	14	15	16	17	18	19	20	February 26 -Teacher Work Day
	21	22	23	24	25	26	27	March 8-11 - 3rd Quarter Student Exhibitions
	28	1	2	3	4	5	6	March 12 - End of Third Quarter
	7	8	9	10	11	12	13	March 22 - 26 - MCC RS Spring Break
	14	15	16	17	18	19	20	March 15 - March 26 - Spring Break for All Students
April	21	22	23	24	25	26	27	April 2 - Good Friday Holiday
	28	29	30	31	1	2	3	April 5 - Teacher Work Day
	4	5	6	7	8	9	10	April 6 - 9 - Half Day - HSA Testing - Parent/Conf.
	11	12	13	14	15	16	17	April 12 - 15 - Full Day Hawaii State Assessments
May	18	19	20	21	22	23	24	April 16 - Teacher Work Day
	25	26	27	28	29	30	1	April 30 - Teacher Work Day
	2	3	4	5	6	7	8	May 5 - Last Day of Spring Sem 2 MCC RS Courses
June	9	10	11	12	13	14	15	May 21 - Last Day of Sem 2 K12 Virtual Courses for Seniors
	16	17	18	19	20	21	22	May 14 - Teacher Work Day
	23	24	25	26	27	28	29	May 29 - High School Graduation Ceremony
	30	31	1	2	3	4	5	June 1-4 - 4th Quarter Exhibitions
	6	7	8	9	10	11	12	May 31 - Memorial Day Holiday
July	13	14	15	16	17	18	19	June 7-9 - Full Day Student Led Conf. - Non-student days
	20	21	22	23	24	25	26	June 3 - Last Day of Sem 2 K12 Virtual Courses for Grades 9-11
	27	28	29	30	1	2	3	June 9 - End 4th Quarter / Semester 2 / 2009-10 School Year

Intersession, Holidays and Teacher Work Days - Non student days

Half Days

Kihei Charter School

Kihei Charter School is a public charter school of choice that provides innovative, 21st century education to the students of Maui. Currently in Hawaii there are 31 charter schools throughout the islands serving approximately 8000 students. Kihei Public Charter School has the unique position as the only charter school on the island of Maui. Charter schools are public schools of choice, supported with public funds. Like all public schools, there is no cost or tuition associated with attending. Kihei Charter School is aligned with the Essential School movement and is focused upon 21st century skills.

What is a Charter School?

From the website www.uscharterschools.org:

“Charter schools are innovative public schools providing choices for families and students. Nearly 3,000 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. Over one million students are enrolled in more than 3,500 schools in 40 states plus the District of Columbia and Puerto Rico this year.”

Principles of Essential Schools

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

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

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

The Mission Statement of Kihei Charter School is ...

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 Goals of Kihei Charter School are to ...

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

Belief Statements of Kihei Charter School

Created by the students of KCS

- ✓ All students can learn
- ✓ Good citizenship and appropriate social values should be developed
- ✓ Maximum participation in a variety of learning experiences and co-curricular activities should be encouraged
- ✓ Good health practices should be developed
- ✓ Individual dignity and sense of self-worth must be instilled in students and staff
- ✓ Sufficient teaching tools and ability to exist in an innovative learning environment must occur for students and faculty
- ✓ Creativity and positive risk taking should be encouraged
- ✓ Everyone has the right to a clean, safe, positive environment
- ✓ Everyone has the right to be an individual and to be able to achieve at maximum potential in individual or group activities
- ✓ Educators are role models and should be encouraged to continue their education
- ✓ The school system, community, and local governing bodies must work together in harmony and with a positive attitude
- ✓ Changes in society must be recognized
- ✓ Diversity must be celebrated
- ✓ Communication skills are vital
- ✓ Changing technologies should be used as a learning tool, as well as a subject for study
- ✓ Quality education includes efficiency
- ✓ Pride in self, school community, and country should be instilled in all
- ✓ Students must be prepared to enter the work force or another educational environment

Staff Contact Information

For staff contact information, please see our website or the Daily Bulletin in Power School.

www.kiheicharter.org

Phone: 875-0700

Fax: 874-6745

300 Ohukai Road
Suite #209
Kihei, Hawaii 96753

All staff members may be reached using the following email format:

First initial + last name @ kcsohana.com

Example:

Mark Christiano, Director
mchristiano@kcsohana.com

Gail Weaver, Assistant Director
gweaver@kcsohana.com

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 function as envisioned, students must be willing to meet the high expectations that the school has set for them. These expectations are outlined below:

Positive Behavior

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

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

Consistent Effort and Active Participation

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

Homework (Homefun!)

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

Academic and Behavioral Supports

Kihei Charter School strives to personalize education for each student. In order to support students who struggle to meet the academic and/or behavioral expectations of the school, the student will be offered additional supports with the goal of facilitating them towards academic success. These supports may include, but are not limited to, additional support in the classroom,

targeted academic assistance, extended day learning opportunities, counseling, etc. It is the expectation of the school that the school and family work as a collaborative team as needed and that the supports that are offered are utilized by the student and supported by the family.

Logo Wear

Students in grades K-8 are required to wear their logo wear each day of school. High School students are highly encouraged to wear their logo wear shirts every Tuesday and Thursday. Students are expected to arrive at school prepared for the day's activities and in their appropriate logo wear. Logo wear serves the following purposes:

- Safety and identification of students in the field
- Cultivation of a positive school culture
- Positive presence in the community

Expectations of Parents

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

Transportation

Kihei Charter School does not provide student transportation to and from school. Parents are expected to drive their students to and from school or make the necessary arrangements for their child to have vehicular transportation to and from school. There will be pre-determined drop-off and pick-up procedures that will be shared in depth at the Parent Orientation session prior to the start of the school year.

PowerSchool and Teacher Web Sites

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

Academic and Behavioral Supports

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Orientations, Open Houses, and Exhibitions

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

Logo Wear

It is expected that parents will purchase the necessary logo wear and ensure that their child arrives at school wearing it.

Performance Competencies: The 21st Century Skills of Kihei Charter School

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

I. 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.

II. Communication Skills

Students will be able to communicate effectively with a variety of audiences for different purposes, using oral, written, and non-verbal communication.

III. Thinking and Problem Solving

Students will demonstrate thinking and problem solving in all curricular areas through projects, application of the scientific method, higher order math skills, and literary analysis.

IV. 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.

V. 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.

VI. 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.

VII. 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.

VIII. Civic Literacy and Engagement

Students will demonstrate an understanding of and the ability to analyze and participate in government and in community, both locally and globally, in order to shape the circumstances that impact their daily lives and the lives of others.

Standards Based

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***, 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/index.html>

Grading Scales and Policies

Grades K-8

Student progress is communicated as a percentage of work completed that meets the standards and as student demonstration of the 21st Century Skills. The academic year is divided into semesters, and twice yearly (December and June) families will receive a narrative report describing their student's progress on content standards and 21st Century Skills for the semester.

The KCS grading scale for grades K-8 is as follows:

70 - 100%	+
50 – 70%	-
1 – 49%	<>
0%	0

High School

Student progress is communicated as a percentage of work completed that meets the standards and as student demonstration of the 21st Century Skills. Students must complete a minimum of 70% in order to receive credit. The KCS academic year is divided into semesters and high school students work towards earning half credits each semester (1 credit = 1 year's worth of work). The following is the scale used to convert the percentage of standards completed to a GPA Equivalent.

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

97 – 100	A+	4.3
94 – 96	A	4.0
90 – 93	A-	3.7
87 – 89	B+	3.3
84 – 86	B	3.0
80 – 83	B-	2.7
77 – 79	C+	2.5
74 – 76	C	2.3
70 – 73	C-	2.0
60 - 69	I	0.0
0 - 59	F	0.0

No credit is granted for semesters in which less than 70% of the standards and 21st Century Skills were earned; however, as it is the primary goal of Kihei Charter School to facilitate *all* students towards academic success, the school offers students who earn between 60% and 69% of standards and 21st Century Skills within a class during a semester the opportunity to remediate their work towards earning a 70% in the course and thereby earning credit for the semester.

This remediation will take place during required afterschool attendance at the start of the next semester. There is a sliding scale of attendance requirement, with a minimum of four (4) hours for any remediation credit. The student will have one quarter in which to remediate work from the previous semester. In order to be eligible for credit remediation, the student must apply directly to the teacher for this opportunity.

“I”s that are not remediated after one quarter will convert to “F”s with no credit earned on transcripts.

No credit is granted for semesters in which less than 59% of the standards were earned.

Academic progress can be tracked by families via PowerSchool. Academic progress will also be reported to families quarterly throughout the year at the end of each quarterly block of classes and projects.

Grades earned in Running Start (RS) dual enrollment courses through Maui Community College (MCC) and Advanced Placement (AP) courses taken virtually through K12 (www.K12.com) will be weighted as follows:

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

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

The above GPA policies reflect a change in KCS policy, which will be effective at the start of the 09-10 school year and will affect students grades retroactively to their matriculation to the Charter School.

Withdraw/Drop Policy

The Withdraw/Drop policy for students who choose to drop a KCS or K12 virtual course after its start date, effective for school year 09-10, 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".

MCC Running Start courses are also subject to MCC's Withdraw/Drop policies, which could incur tuition fees for the student.

Power School & Teacher Web Pages

Kihei Charter School is a *PowerSchool*. PowerSchool is a web-based student information system (SIS) from Apple 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 can:

- Easily access student grades anytime, anywhere
- Communicate with teachers
- Track attendance in real time
- Read the Daily Bulletin

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

- Track grades and credits
- Read the Daily Bulletin

In addition, teachers also maintain *School Concept* web sites that detail their assignments, rubrics, and offer support to students in the form of exemplars, links, additional resources, guided notes, etc. It is important that parents and students check in with these websites on a regular basis.

Academic Policies

Late Work Policy

Kihe Charter School strives to promote personal responsibility in all its students. It is the belief of the school that punctuality is a fundamental 21st century skill (self directional skills). As a result, students who turn in late work will not earn credit for ESLR demonstration; however, their work will still be eligible for earning content standards and credit. Students must always keep in mind that their class grades are 50% content standards and 50% ESLRs. Turning in work late will drastically affect a student's ability to earn 100% of the credit available for any assignment. Students who turn work in on time will be given the opportunity to remediate their work per the facilitators' comments and suggestions. This will facilitate the student towards meeting the maximum number of standards available for the assignment. For virtual-hybrid students, this applies to project work, advisory work, and other academic work assigned by teachers in enrichment or tutorial seminars.

If work is late – no chance to remediate!!

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 which 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.

For High School Students:

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

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

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

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

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

Attendance

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

Poor attendance limits accomplishments and reinforces a habit which will handicap the individual in his/her educational future as well future employment. It is the belief of the Kihei Charter School Board of Education that the facilitators greatly value add 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 and peers.

It is the belief of the school that good attendance and punctuality are a fundamental part of our 21st Century Skills (self directional skills). As such, facilitators will integrate the 21st Century Skills into their coursework and the students will be held responsible for demonstration of the 21st Century Skills. The 21st Century Skills will comprise 50% of each subject area's class grade. It would be very difficult for a student with consistently poor attendance to demonstrate proficiency in the 21st Century Skills. For hybrid-virtual students, this applies to enrichment sessions and other mandatory sessions prescribed by the teachers.

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

Students who accrue more than six (6) absences from a class in one (1) semester will only be eligible to earn credit for the HCPS portion of every assignment missed from the seventh absence onward. They will receive zero (0) credit for all 21st Century Skills credit on those missed assignments.

In support of students with chronic attendance issues, the school will implement non-compliance procedures (*please see page 26 for non-compliance procedures*).

Student Conduct

Overview

The Kihei Charter School Board of Education is committed to encouraging and enforcing the highest standard of behavior among its student body. The Board believes schools reinforce the important community values of respect, responsibility, self-reliance, trust and tolerance. To that end, all students have a right to:

- To be treated with respect and courtesy
- Learn without disruption
- Attend each class every day
- Feel safe in their school
- Be taught without disruptions

It is the expectation of the school that all students will:

- Demonstrate behavior that is appropriate to their learning environment
- Demonstrate respect for others
- Consistently adhere to school and teacher expectations
- Maintain an appropriate learning environment for all

The school utilizes Hawaii's State Board of Education Administrative Rules Chapter 19: Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism and Negligence as a guide for student conduct.

Families who wish to appeal a decision made by the administration may appeal to the Local School Board by submitting a request in writing to the LSB Chair and attending the next meeting of the LSB, which take place the first Wednesday of every month at 6:00 at the TEAMS facility.

The following are categories of the types of behaviors that students are to avoid:

Inappropriate Conduct

Inappropriate school conduct refers to behaviors that are determined by school staff and faculty to cause minor class and school disruptions.

Unacceptable Conduct

Unacceptable conduct includes, but is not limited to: bullying, cutting class, disorderly conduct, gambling, harassment, insubordination, leaving campus without permission, possession of certain contraband, rendering of a false alarm, smoking/using tobacco, theft, trespassing, truancy, vandalism, and chronic inappropriate behaviors (see description of inappropriate behaviors above).

Unacceptable contraband include items that can disrupt school operations. Contraband will be confiscated. The following items are examples of unacceptable contraband:

- a. All articles that resemble weapons (including toys).
- b. Tobacco Products
- c. Cigarette Lighters and Matches.
- d. Gang related Items.
- e. Pornographic Items.
- f. Clothing such as tee shirts that promote drugs, alcohol, tobacco or that have derogatory words or pictures regarding sexual or racial themes.
- g. Other items designated by the administration.

Unlawful Conduct

These include assault, burglary, possession or use of dangerous weapons, substances or instruments, extortion, possession or use of firearms, possession or use or sale of illicit substances, murder, property damage, robbery, terroristic threatening, and possession of certain contraband.

Contraband that is unlawful for school include items that can cause bodily injury or are illegal to possess, such as:

- a. Fireworks
- b. Illegal substances
- c. Alcohol
- d. Weapons
- e. Instruments that are used or are threatened to be used as weapons
- f. Articles that resemble weapons (including toys) that are being used in a threatening manner

In compliance with the laws of the state of Hawaii, possession, use, sale, intent to sell, or distribution of drugs and/or alcohol is prohibited in school buildings, on school grounds, in school busses, and during school sponsored activities. Not only does the above constitute a major infraction of school rules, such offenses are unlawful and will be referred to the proper law enforcing authorities. These rules apply not only to all routine field trips, but also to school events held off school grounds and to all overnight trips as well.

It is the policy of the Kihei Charter School Board of Education to maintain learning and working environment that is free from sexual harassment. The legal definition of sexual harassment is broad. Any sexually-oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a learning environment that is hostile, offensive, intimidating, or humiliating to male or female students or staff may constitute sexual harassment. Sexual harassment by students or staff is strictly prohibited by law and is grounds for severe disciplinary action.

Consequences for Behavior Infractions

The school believes in progressive discipline. The possible consequences for inappropriate school behaviors may include, but are not limited to, the following:

- Student-teacher conference
- Phone call home
- Reflective writing
- Detention
- Student-parent-teacher conference
- Short-term restrictions from activities with alternative assignments
- Behavior contract
- Suspension
- Student-parent-teacher-administration conference
- Long term alternate placement within a virtual learning environment
- Referral to the local school board

In addition:

Swearing, verbally confronting, or displaying aggression at/towards a staff member will result in a minimum two day suspension.

DUE TO KIHEI CHARTER SCHOOL'S ZERO TOLERANCE POLICY, ALL UNLAWFUL OFFENSES WILL RESULT IN A MINIMUM TWO WEEK SUSPENSION AND A MAXIMUM ONE YEAR SUSPENSION. IN ADDITION, STUDENTS WILL BE PUT ON DISCIPLINARY PROBATION WHICH STATES THAT ANY SUBSEQUENT UNLAWFUL OFFENSES WILL RESULT IN REFERRAL TO THE LOCAL SCHOOL BOARD FOR FURTHER ACTION.

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:

Wear school assigned logo wear

Follow van protocol, including:

- Sit in their assigned van seat
- Wear a safety belt
- Remain seated at all times
- Keep all hands, arms, heads, possessions, in the van at all times
- No eating in the van
- Stay seated in the van once it has been parked until the teacher directs the students to exit the vehicle

Follow all directions given by the teachers and/or community partners

Stay in the designated work area

Do not leave the group or wander off

Represent the school with positive behaviors (use positive verbal and non-verbal communication)

Be respectful of the safety of self and others

Be respectful of all property and objects (no throwing objects, no climbing on items, 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 can not participate safely in field 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.

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 attired in a manner which exhibits a more professional demeanor, such as presentations, interviews, visitations or field trips. While we respect students' right to freedom of expression, we must also respect the right of others, and we must strive to represent ourselves and KCS in the most appropriate manner possible.

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

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

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

As a guide for students, the following is an incomplete list yet helpful list of unacceptable clothing for school as determined by the local school board:

- Items that contain profanity or exhibit and/or promote drugs, alcohol, or sexual themes.
- Items that contain statements or symbols that are derogatory to one's race, gender, national origin, religion, or sexual orientation.
- Items that cause underwear to be exposed, including boys wearing undershirt tank tops (and including transparent clothing).
- Spaghetti straps tank tops and tube tops.
- Items that expose a student's hip bones or pelvic region.
- Items such as bathing suits, pajamas, lingerie, beach cover-ups, hats and sun glasses inside of school.
- Items that do not sufficiently cover the body.
- Bare feet (ie. not wearing shoes)
- Items that damage the floor, furniture, school or other property.

Vision of a KCS Graduate

The vision of a KCS graduate is a young person who:

- Is self directed
- Is globally aware
- Is civically literate and engaged
- Can think critically and problem solve
- Can communicate effectively with a variety of audiences
- Demonstrates positive interpersonal skills
- Can apply relevant information skills and is technologically literate
- Is financially literate
- Has demonstrated mastery of core content and knowledge
- Understands that *effort creates ability*
- Are prepared to be lifelong learners
- 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

Graduation Requirements of Kihei Charter School

The minimum academic requirements for the State of Hawaii High School diploma awarded by Kihei Charter School **who will be graduating in 2011 or afterwards** are currently undergoing review, and the proposed requirements are as follows.

Four (4) credits of Language Arts. These credits must include:

1 credit – Language Arts I

1 credit – Language Arts 2

Four (4) credits of Social Studies. These credits must include:

.5 credit - Modern History of Hawaii

.5 credit - Participation in Democracy

Three (3) credits of Mathematics

Three (3) credits of Science

Two (2) credits of one of the following courses of study:

World Language

Fine Arts

Career and Technical Education

Two (2) credits of Physical Education

One (1) credit of Health

One (1) credit of Personal/Transitional Planning

One and a half (1.5) credits of Independent Project Class

One half (.5) credit of Senior Project

One half (.5) credit of Virtual Course

One half (.5) credit of Internship

One (1) credit of Elective

Portfolio Exit Interview/Demonstration

Total = 24 credits

The minimum academic requirements for the State of Hawaii High School diploma awarded by Kihei Charter School **who will be graduating in 2010** are currently as follows:

Four (4) credits of Language Arts. These credits must include:

1 credit – Language Arts I

1 credit – Language Arts 2

Four (4) credits of Social Studies. These credits must include:

.5 credit - Modern History of Hawaii

.5 credit - Participation in Democracy

Three (3) credits of Mathematics

Three (3) credits of Science

Two (2) credits of one of the following courses of study:

World Language

Fine Arts

Career and Technical Education

Two (2) credits of Physical Education
Two (2) credits of Independent Project Class
One (1) credit of Health
One (1) credit of Personal/Transitional Planning
Two (2) credits of Electives

Total = 24 credits

Commencement Ceremonies

High School graduation ceremonies are held in December and May. May's ceremony is the larger, more traditional event while December's ceremony is smaller and more personal. It is the policy of the local school board that "a student may not participate in any official graduation ceremonies or activities unless they have met all graduation requirements."

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 have the highest GPA in the graduating class, KCS will recognize more than one valedictorian.

Director's Choice Award

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

- The Director's Choice Awardee must be a 12th grade student who is graduating with their cohort class in the spring.
- The Director's Choice Awardee 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 (please see page 26 for these characteristics).

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

Kihei Charter School High School Course Offerings

M-W-F CORE COURSES

SOCIAL STUDIES

Lower Division

Participation in a Democracy – Sem 1

This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.

Modern History of Hawaii – Sem 2

This course examines the technological and multi-cultural development of modern Hawaii and how the decisions of the past account for and impact present circumstances. This course examines contemporary Hawaii, engages students in in-depth historical inquiry focusing on the historic, geographic, socio-political, and economic structures in the context of the complex interactions and interrelationships that have shaped and continue to influence major decisions facing Hawaii. Students will use the tools and methods of social scientists to conduct their inquiry and study.

Upper Division

Global Studies – Sem 1

This course examines, from a global perspective, contemporary economic, geo-political, and social issues in the global community. It also looks at the historic forces of global encounters and exchanges that affected, changed, and shaped the modern global world. Five global concepts that are basic to global studies are the lenses through which information can be examined. The global concepts are: interdependence; images and perceptions (related to prejudice, stereotypes, and bias); social justice (fairness and human rights); conflict and conflict resolution, and change and the future. Active engagement is expected of students.

Economics – Sem 2

This course synthesizes the economic concepts of choice and opportunity costs, markets, interdependence, and government roles. It engages students in gathering and interpreting data to analyze economic changes and impacts on groups and individuals. It empowers students to make and evaluate personal economic decisions.

LANGUAGE ARTS

Lower Division

Fundamentals of Communication

This course provides a balanced program of reading, writing, and oral communication. Ninth and tenth-grade benchmarks are addressed in this course. Reading, writing, speaking, and listening are experienced as interactive and interrelated processes focusing both on meaning and on semantic, syntactic, and grammatical conventions. Students work with both informational and literary texts. The study of informational texts requires that students conduct research, extract and construct meaning, and complete tasks. The study of literature gives students an opportunity to read, interpret, and respond to literature personally and critically. Texts are carefully selected to include a range of traditional and contemporary texts in many genres. The study of language focuses on how it is used in relevant social contexts and how it is used by individuals to structure their perceptions and experiences.

Upper Division

World Literature – Sem 1

Students will read representative selections from traditional and contemporary European, African, North and South American, Asian, and Pacific literary traditions. Through their reading, discussion, and writing, students will develop an understanding of the scope and diversity of the literary traditions of the world and of the influences of these traditions on contemporary thought. Students' personal, interpretive, and critical responses to selected works and the connections of self to literature are the major foci of the course. Cross-cultural values, concepts, and feelings are reconsidered, and new truths discovered as students experience literature.

Expository Writing - Sem 2

In this course students focus on expository prose in the form of descriptive, analytical, and persuasive content. They learn to discover and refine ideas, research information, compose and revise their thoughts, and edit their content for sharing. They explore strategies to solve writing problems and learn to adjust their writing for diverse audiences. In addition, students engage in reading and discussion related to their writing. They develop the ability to look critically at their own work and the work of other writers. This course will also develop student presentation skills so that they learn how to voice their content for a variety of purposes, including, but not limited to, speeches, soundtracks, narration, video, drama, and advertising.

SCIENCE

Lower Division

Biology – Sem 1

Life Science is to develop understanding of fundamental life processes, relationships between structure and function, relationships between organisms and their biological and physical environments, environmental adaptations, classification, reproduction, genetics, and evolution. Emphasis is on the use of scientific investigations to develop inquiry process skills and strategies and to clarify the basic concepts of life and the impact of humans and technology on the quality of life.

Physics _ Sem 2

Physical Science integrates major theories traditionally learned separately in chemistry, physics, and earth systems science. Students use scientific investigation and study relationships between science, technology, and society. Students also study the conservation of matter and energy. Physics concepts focus on different forms of energy and energy transformations, relationships between force, mass and motion of objects and understanding the major natural forces of gravitational, electrical and magnetism.

Upper Division

Survey of Human Physiology – Sem 1

This semester course is considered a second year biology course that provides an introduction to the study of the anatomy and functions of the human organism and its parts. Blood, circulation, respiration, nutrition, digestion, metabolism, muscular system, nervous system, and reproduction are studied in terms of interaction of the functions and their contribution to the maintenance of a proper condition of the body's internal environment (homeostasis).

Plants and Animals in Hawaii - Sem 2

This is an introductory course on the interdependence of flora and fauna found on Hawaii's land and in ocean environments (e.g. impacts of invasive species on our native species, symbiotic relationships between local organisms, study of speciation of Hawaiian snails, etc.). Topics covered include identification and classification of local organisms, ecological relationships, adaptation of organisms, conservation, nature of physical environments, and human impact. Emphasis is on the use of the laboratory and fieldwork to study organisms.

MATH

Students who take Algebra I or Integrated I during their 8th grade year will be granted retroactive credit upon successful completion of three additional high school math courses (equivalent to three graduation credits).

Integrated Math I

Numbers and Operations: calculate square and cube numbers and roots, solve ratios and proportions, order of operations, estimate reasonable range for square/cubed roots, rounding to appropriate decimal places

Data Analysis, Statistics, and Probability: selecting appropriate representation of data (scatter plots, bar graphs, stem and leaf), correlation in scatter plots, basic probability of an event/combination of events

Measurement: selecting appropriate units, ratios, surface area and volume of regular prisms, cylinders, and pyramids

Geometry and Spatial Sense: pythagorean theorem, basic transformations, coordinate geometry
Patterns, Functions, and Algebra: simple pattern representation through tables, graphs, equations, and words, graphing linear equations using c and y intercepts, slope intercept form and point slope form, solving linear equations and inequalities with two variables, translate verbal expression into an equation and graph, use slope to describe rate of change

Integrated Math II

Numbers and Operations: matrix operations, laws of exponents, radical operations

Measurement: temperature conversion

Patterns, Functions, Algebra: solving inverse relations, quadratics-graphing and solving (quadratic formula, factoring, completing the square), graphing exponential functions, representing verbal situations with algebraic equations, linear equations-given points, slope, graph, etc, solve systems of equations and inequalities algebraically and graphically, factor first and second degree binomials and trinomials, simplifying polynomial operations

Data Analysis, Statistics, and Probability: scatter plot correlation, scatter plot line of best fit

Measurement: basic trig functions, perimeter, circumference, area, and volume of two- and three- dimensional figures and solids

Geometry and Spatial Sense: polygon congruency, angle bisectors, perpendicular bisectors, parallel lines transversal angle relationships, special right triangles, circle properties-chords, secants, tangents, arcs, circumference, radius, diameter, inscribed polygons, distance and midpoint, equations of circles

Integrated Math III

Numbers and Operations: operations of complex numbers, solving and graphing exponents and logarithms, solving systems of equations with matrix algebra

Patterns, Functions, and Algebra: determine zeroes of quadratic functions, determining if relations are functions, determine domain and range of functions, solve and graph absolute value equations and inequalities, solving systems in two or three variables, solve equations with radicals and exponents, review factoring perfect squares, the difference of squares, the sum and difference of cubes, quadratic equations in the complex number system, operations of rational

and radical expressions, graphing conic sections, analyze translations and dilations for graphs of absolute value functions, parabolas, and circles

Data Analysis, Statistics and Probability: combinations and permutations

SAT Prep and test taking strategies

Trigonometry/Pre-Calculus

Unit Circle, half and double angles, complex numbers in standard and polar form and operations of complex numbers, vector operations, law of sines cosines, velocity-linear and angular, six trig functions in standard position, conversions of degrees to radians, use the fundamental trigonometric identities to solve problems, solve basic trig equations, graph the six trig functions, including phase shifts and vertical shifts, describe and provide examples of real-world phenomena that can be represented by a trigonometric function, pre calculus, evaluate basic limits, first and second derivatives, basic integration, area under the curve, summation, binomial Theorem

Transitional Math

Interest rate, accounting, probability and statistics, GPS, business math, taxes, budgeting, conversions, economics, measurement, loans, investments

T-TH BLOCKS

Morning

Exploratory Arts Class

Students in Exploratory Art will explore the process of creativity through the production of original collaborative art works and the hosting of a public viewing of the project(s) generated in this class. Art may include two and three-dimensional visual arts as well as music, dance, poetry, prose.

Videography

Students will be involved in all stages of video production for both group and small team projects with an expectation that productions will go beyond the school walls. The video productions will be on personal interest subjects as well as community issues and public service announcements.

Media Arts

This is a journalism course designed for students to work collaboratively as a member of the media staff and to experience the process of getting the story from the event into circulation. Students will learn all aspects of publication, including gathering facts, interviewing, composing stories, layout and design, photography, and they will use technology tools to produce the actual publication.. Students will discuss issues related journalism, e.g., censorship, ethics, freedom of speech, confidentiality, truth and accuracy. Students will actively participate in using the latest technology tools to create the yearbook, a school newspaper, enhance our school website, generate blogs, and other technology-rich products, and they will help shape the school's media "look."

Performing Arts

A close-knit company of musicians, dancers, actors and writers will blend their talents to create socially relevant productions. Students will create and produce shows for KCS audiences, off-campus audiences and possible broadcast. No prior performance experience necessary, but company members will need to be punctual, dedicated, energetic, cooperative and open to new experiences.

Social Studies Service Learning

Service Learning connects academics to life beyond the classroom. Students will utilize academic and 21st century skills to address needs in the community and larger context of Hawai'i. Students will work collaboratively to develop service learning projects that are of high interest to them and will work their way through the four stages of service learning during the course of the semester: preparation, action, reflection, and demonstration/celebration. Social studies service learning will focus on the five core tenets of social studies – history, geography, political science, economics, and culture - to recognize the connection between people and the environment. Through these experiential, integrated projects students will develop essential community leadership skills and an ethic of service while providing a valuable service to our community.

Science Service Learning

Service Learning connects academics to life beyond the classroom. Students will utilize academic and 21st century skills to address needs both in the community and the world. Students will work collaboratively to develop science-based service learning projects that are of high interest to them and will work their way through the four stages of service learning during the course of the semester: preparation, action, reflection, and demonstration/celebration. Through these experiential, integrated projects students will develop essential community leadership skills and an ethic of service while providing a valuable service to our community.

Afternoon

Math

This project based course is designed to focus on real life problems involving probability, statistics, and geometric modeling. Students will be expected to: participate in games involving cards, dice and spinners to solve basic combinations; collect, graph, and analyze data using scatter plots, bar graphs and pie charts; purchase and track investments; track statistics of fantasy football teams; complete and present projects involving geometric modeling, measurement conversions, graphing, chemistry and economics. Portfolios reflecting these expectations will be required.

Project Fundamentals

This course is designed facilitate the students' basic understanding of the development of projects. The course guides students in developing research skills, study habits, the formulation of essential and guiding questions, time management, and the basic skills of reading, writing, computer literacy and 21st century skills.

Spanish 1 & 2

Students enrolled in Spanish will use the Rosetta Stone on-line language program as the backbone for their studies in Spanish. The computerized portion of this class will be done on the student's own time, outside of class. Spanish 2 students will be expected to complete a larger number of on-line lessons because it is expected that they enter the class with a basic knowledge of the grammatical structure of Spanish, as well as a working knowledge of the present tense. Class time will be utilized to apply the students' learning in conversation. Written exams to check for learning will be used and projects will be done to address the cultural aspect of Spanish speaking countries and integrate the language into meaningful communication.

Health

This course is designed to address life management skills and wellness. Course content will include, but will not be limited to topics such as: aging, substance abuse, disease, nutrition, relationships, stress, human sexuality, and genetics.

Speech

In this course, students experience speaking and listening in interpersonal, group, and formal settings and structures. Emphasis is on helping students develop confidence and a willingness to express themselves orally, share their ideas, and listen openly and critically. Students will develop informal language used in conversation and discussion and formal language used in speeches, interviews, and oral presentations. Students will develop effective use of language, become responsive and critical listeners, and gain insights about themselves as communicators. Students will reinforce basic writing skills, such as process, forms, audience, and purpose as they prepare formal oral presentations.

Physical Education

This course is designed to introduce students to the benefits of living a healthy lifestyle, specifically understanding fitness assessments and fitness development. Students will be engaged in both indoor and outdoor recreational activities. Students will be introduced to personal and lifelong activity concepts through both skill based activities, classroom instruction, and homework assignments. Topics covered in the curriculum include: components of fitness, goal setting, guidelines for exercise, principles of training, flexibility, cardiovascular fitness, muscular fitness, nutrition, body composition, weight control, and designing a personal program to build and maintain a healthy lifestyle.

ADDITIONAL COURSE OFFERINGS

Advisory

Advisory provides all students with an advisor in a small group setting who works with them on goal setting, study skills development, peer relationship building, career exploration and preparation, academic progress monitoring, additional academic supports, and college application assistance.

Internship

Internships expose students *directly* to the world of work, providing hands-on work experience in a work site setting or on-the-job training in an actual career that is related to the student's post-high school goals. The work experience can be paid or unpaid and may occur during school hours. Students work with the guidance of a KCS teacher, who serves as their internship coordinator, and a site-based internship supervisor. A minimum of sixty (60) satisfactory work experience hours must be performed in order to receive a half (.5) elective credit, in addition to the satisfactory completion of the required documentation and reflective writing.

Virtual Courses

Virtual course descriptions can be viewed at www.K12.com

MCC Running Start Courses

All MCC courses designated level 100 or above are eligible for Running Start Credit. The MCC course catalog can be found on the college's website: www.maui.hawaii.edu

Running Start

Running Start (RS) is a program offered through a partnership with Maui Community College (MCC). It allows students to take college level courses at MCC and earn credit towards high school graduation and for college.

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

- Is under the age of 21
- Fulfills and complies with college campus requirements:
 - Complete admissions forms: UH application and Running Start Application
 - Obtain health clearances: TB (no older than one year prior to first day of semester) and MMR clearances
 - Achieve appropriate math and English scores on COMPASS placements
 - Pay college tuition, fees, and applicable textbooks and supplies
 - Running Start offers a limited number of GEAR UP scholarships for eligible low income students to cover the costs of one course.
- Maintain acceptable academic standing

Students earn one (1) high school credit for each semester Running Start course they successfully complete.

The decision to begin taking college courses early is an important one, and it is one that involves the student, their advisor, their parent, and school administration. Students who are successful in Running Start are students who are self motivated, responsible, organized, have good study skills, and do not have behavior/discipline issues.

KCS, in its efforts to make Running Start available to all eligible students, will cover the cost of tuition for one course per semester for students who qualify for free/reduced lunch. In addition, students who enroll in three (3) or more Running Start classes per semester are eligible for tuition reimbursement for two (2) of those courses from the school. Students who are eligible for free/reduced lunch who choose to enroll in three (3) or more Running Start courses per semester are eligible for full tuition reimbursement by the school. (Please note that the school will only reimburse for courses not covered by GEAR UP scholarship.) Inquiries about this can be made to the school's Director.

Daily Schedules

HIGH SCHOOL

M, W, F

Period 1: 8:00 – 9:20
Period 2: 9:25 – 10:40
1st Lunch/Advisory: 10:45 – 11:20
2nd Lunch/Advisory: 11:25 – 12:00
Period 3: 12:05 – 1:15
Period 4: 1:20 – 2:45

T, TH

AM Block: 8:00 – 10:40
1st Lunch/Advisory: 10:45 – 11:20
2nd Lunch/Advisory: 11:25 – 12:00
PM Block 1: 12:05 – 1:15
PM Block 2: 1:20 – 2:45

TEAMS MIDDLE SCHOOL

M, T, W

Period 1: 7:50 – 9:05
Period 2: 9:10 – 10:20
1st Lunch/Advisory/SSR: 10:25 – 10:55
2nd Lunch/Advisory/SSR: 11:00 – 11:30
3rd Lunch/Advisory/SSR: 11:35 – 12:05
Period 3: 12:10 – 1:15
Period 4: 1:20 – 2:35

TH, F

AM Block: 7:50 – 10:20
1st Lunch/Advisory/SSR: 10:25 – 10:55
2nd Lunch/Advisory/SSR: 11:00 – 11:30
3rd Lunch/Advisory/SSR: 11:35 – 12:05
PM Block 1: 12:10 – 1:15
PM Block 2: 1:20 – 2:35

K-8 HYBRID-VIRTUAL

K-8 Hybrid-Virtual students will be offered a variety of face-to-face learning opportunities and virtual synchronous learning opportunities. All students will be required to attend a certain number of these sessions per week, as determined by their teacher. Teachers will disseminate schedules to families at the start of the school year.

*****Please Note: Additional schedules may be added throughout the year*****

Academic Interventions

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

Non-Compliance Procedures

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

- Step One: Phone call/email from teacher stating areas of non-compliance
- Step Two: Face to face conference with teacher to create an Action Plan
(ex. mandatory participation in academic enrichments, weekly communication, handing in weekly work)
- Step Three: Certified letter - notification to meet with teacher and administrator
- Step Four: Conference with teacher and administrator - a contract will be created to ensure student success, other placements may be considered
- Step Five: Meeting with administration to determine appropriate educational choices for the student and/or referral to the Local School Board to determine further action.

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.

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

Students in grades 3, 4, 5, 6, 7, 8, and 10 will be required to participate in state wide testing during the designated testing weeks of April 6 - 15. Testing is administered on site at the school. Kihei Charter School, being a public school, is responsible for ensuring that all students, in the assigned grades, participate in state testing. The staff will work with students and provide materials to families to prepare the students for standardized testing.

Withdrawals

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

Network Computing Policy

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

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

General Computing Policy

1. Using, deleting, examining, copying, or modifying files or data on disks belonging to other users without their consent is prohibited.
2. Unauthorized, deliberate action which damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is prohibited. Deliberate crashing of the system is expressly forbidden.
3. Using software designed to destroy data, provision of unauthorized access to computer systems, and decoding passwords is prohibited.
4. Loading software on any computer without authorization of computer personnel is forbidden. This includes commercial, shareware, and freeware.
5. Making illegal copies of licensed or copyrighted software music CD's or DVD's is prohibited.
6. Use of school computers for non-educational or non-school related activities is prohibited unless authorized by the administration.
7. Use of the internet without a clearly defined educational objective, understood by both student and facilitator, is not allowed.
8. Loading or downloading any material that may constitute harassment, sexual or otherwise, is prohibited.
9. Use of the internet to view, copy, save or distribute unauthorized text files, graphic files, sound files or video files is forbidden.
10. Deliberate vandalism to the computer, monitor, mouse, printer, or other peripheral device is prohibited.

Electronic Mail Policy

Electronic mail is a message sent by or to a user in correspondence with another person having e-mail access. The electronic mail system is to be used for school-related business pertaining to the educational process. Whenever you send electronic mail, your assigned user name is

included in the mail message. The user is responsible for all electronic mail originating from the user's name. E-mail is *not* private and should not be considered private. It will be monitored for appropriate usage and content on a periodic basis. Therefore:

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

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

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

Network and Computing System Security

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

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

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

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 expected to be utilized exclusively for education-related functions and applications unless the user is expressly granted permission by the administration to do otherwise.

For Hybrid-Virtual Students:

Computer Policy

Kihei Charter School will provide one computer and one printer per family. The Executive Director will address any additional technology requests on a case-by-case basis which should be initiated through your support teacher.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, Kihei Charter School “issued” computers and subsequent software cannot be exported outside the United States.

Computer Use

Kihei Charter School shall permit the student and the responsible party to use the equipment and materials solely for the education of the student while enrolled in our program and for no other purpose. All property shall be used in accordance with Kihei Charter School rules, the manufacturer’s instructions and recommendations for the property. Each software application provided by our school shall be subject to and used in accordance with the license and/or use agreement that accompanies that software application. Any unacceptable usage of the property, software and/or violation of Kihei Charter School rules and regulations regarding the property or Network/Internet protocol may result in disciplinary action up to and including the immediate termination of enrollment in our program.

Materials and Equipment

All computer materials, including equipment and related hardware are loaned to the student by Kihei Charter School. The equipment should be handled with care. An accurate inventory of all materials should be kept for maintenance purposes. Each family will be held responsible for damage to equipment. Cost of repairs and/or replacement costs will result from negligent use. Kihei Charter School will not provide any funds or valuables to its pupils or parent/guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to parent/guardian.

The On Line School (OLS)

The OLS is the engine that drives the Internet-based school program. The OLS delivers student lessons and tracks student progress through the k12® curriculum. It enables you to administer the k12 curriculum. Access to the OLS requires a connection to the Internet through an Internet Service Provider (ISP) and a special online registration code provided to enrolled families. New students will receive their registration code via email from k12 after they have enrolled. If you do not receive your registration code from k12, please contact the support teacher and they will provide it to you. Returning students will use their same user name and password from the prior school year.

Internet Service Provider (ISP) Policy

Participation in our Virtual-Hybrid Academies requires an Internet connection. This Internet connection is to be established and maintained by the family of the enrolled student(s). Kihei Charter School will each family that qualifies for free/reduced lunch up to \$20 per child per month, up to \$40 per family, for their Internet service. Reimbursement can be secured by turning in an ISP receipt by the last day of the first quarter. Reimbursements will be dispersed quarterly.

For Students Participating in Virtual Courses

The k12® Curriculum

Students enrolled in virtual courses use the k12® Curriculum, a curriculum program developed by k12, Inc. of McLean, Virginia. Kihei Charter School has selected the k12 curriculum for its superior quality. It meets, and exceeds, the Hawaii Content and Performance Standards. The curriculum includes both online and offline lessons. Textbooks, workbooks, and manipulatives are just some of the materials provided for these lessons. The full course catalog can be viewed online at www.k12.com.

Course Level Placement

For grades K-8, in order to ensure proper placement, each student completes course placement assessments and receives a personal consultation with a teacher as part of the enrollment process. After proper placement, the students have the opportunity to work in a self-paced learning environment where academic course levels are tailored to meet the student at his/her unique level. This may result where students may work on a course level that is different from their grade level. Students who are placed below grade level in math and/or language arts will be given supplemental materials to strengthen his/her skills. For example:

- A student whose grade level is fourth grade, but struggles with mathematics, may be placed in third grade mathematics and remain in the fourth grade **course level** for all other subject areas.
- A student, whose grade level is first grade, but excels at language arts, may be placed in the second grade language arts **course level** and remain in the first grade **course level** for all other subject areas.
- Families with multiple siblings may decide to combine level placement; such as, teach history and science at the second grade **course level**, and language arts and math at grade level. In some cases, a student may complete his/her grade level prior to the end of the school year. In this case, a plan will be set in place to determine the best course of action to continue successful academic progress.

Attendance Policy for Virtual Courses for Students in Grades K-8

All students are required to attend online a minimum of 40 days per quarter. Daily attendance is recorded in the On Line School using the attendance screen. It is our recommendation that you log attendance at the end of each day. Examples of excused absences include student illness, hospitalization, bereavement, family emergency, natural disaster, etc. Please notify your teacher by email or phone as soon as possible so that the absence can be documented. **Students also must attend Friday enrichment activities at Kihei Charter School.**

We do understand that at times there may be unique circumstances that impact attendance. Please keep in close contact and communicate with your teacher when these circumstances arise.

Our monitoring of your child's attendance is to ensure success and to see how we can best serve your family.

Project Based Learning

Students will participate in authentic, project-based learning activities during their scheduled enrichment time with their teachers. Freshman, sophomores, and juniors are required to complete quarterly projects for each quarter. Seniors are required to complete a semester long independent project for the fall semester only. Senior spring independent projects are optional. Projects will be graded and students will receive a half credit for each project semester.

Roles and Expectations - the student will:

- Log on to the online school and complete daily k12 lessons
- Attend the weekly required Friday enrichment activities.
- Complete a minimum of two projects per year and participate in an exhibition for each.
- Set quarterly goals along with the responsible adult and teacher.
- Set up and maintain an organizational system for school work.
- Assist in developing a portfolio by submitting samples of quality work.
- Take the state standardized tests required for his/her grade level.
- Participate in physical education activities.
- Communicate with the responsible adult and teacher when he/she has curriculum related questions.

Roles and Expectations - the adult educator will:

- Ensure all attendance requirements are met.
- Ensure student participation in the weekly required Friday enrichment activities.
- RSVP via email for field trips one week prior to the trip.
- Check email **daily** – use school assigned Yahoo account for staff correspondence.
- Ensure that the student is prepared and participates in state testing.
- Supervise student learning using the k12 curriculum.
- Participate in conferences with student(s) and teacher.
- Assist student and teacher in setting up and maintaining an organizational system.
- Provide additional support for projects and exhibitions.
- Ensure that student participates in/and logs 90 min. of physical activity per week.
- Communicate weekly with the teacher.

Roles and Expectations - the teacher / remote mentor will:

- Monitor attendance and communicate with the family when there is a concern.
- Update families on students' progress via email and Power School
- Assist families in using the online school.

- Help families teach using the k12 curriculum.
- Conduct goal setting conferences with you and your child.
- Assist families in setting up and maintaining an organizational system.
- Collect and review work samples and provide constructive feedback.
- Respond within 24 hours to all e-mails and phone calls Monday-Friday.
- Provide families with a monthly calendar of events.
- Inform you of school updates and information from KCS and K12.
- Host one school outing per month.
- Ensure students are prepared for and administer state standardized tests.
- Check up on and suggest physical education activities.
- Plan, organize, and provide weekly enrichment activities and skill building lessons.
- Create and communicate information on long term projects and prepare students for exhibition days.

Communication is Vital!

Each family will be required to set up a personal Yahoo email account with the following format: initial of your first name last name _ kcs@yahoo.com

Example: jdoe_kcs@yahoo.com

School email needs to be checked daily!

Assessment for K-8 Hybrid-Virtual Students

Student progress will be available via Power School. Teachers will report on progress in the following areas:

- The KCS 21st Century Skills
- Completion of lessons in the **On Line School**
- Work samples and portfolio development
- Participation in academic enrichment, academic workshops, and project demonstrations

Supervision for K-8 Hybrid-Virtual Students

It is the expectation of Kihei Charter School that students be supervised at all times during the school day. Students enrolled in Kihei Charter School's K-8 Virtual-Hybrid Academy are expected to spend a minimum of four hours a day completing school work. It is vital that an adult facilitator be available to answer questions, guide students, and check work during this daily school time. An adult facilitator is also required in order to ensure the safety and well being of the student.

Physical Education for K-8 Hybrid-Virtual Students

Physical education is a required course. Students are to complete required physical education activities weekly. PE activities are activities that are structured, organized, and supervised (*SOS*).

Examples include, but are not limited to:

1. Participation in an athletic class, dance class, or sports team.
2. Intentional activities such as regular, supervised bicycling, hiking, calisthenics, or jogging.
3. KCS Physical Education Facilitator directed activities

Students and families will work in partnership with the school's Physical Education facilitator, who will be supervising each student's physical education curriculum.

Summer Session for K-8 Hybrid-Virtual Students

We recognize that some families will need additional time to complete course work. Families will have access to k12 curriculum over the summer. Students may continue to work throughout the summer, but with limited teacher support. Work will be assessed in the beginning of August, and previous grades will be amended to reflect the work completed during the summer session.

Other Important Information

Visitors to the School

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

Lost and Found

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

Announcements

Any student wishing to have a notice posted to the Daily Bulletin in Power School must submit it in writing to the administration at least two days beforehand. The announcement must be approved by the school administration.

Checking Out

Frequently students need to leave school for appointments and other reasons. **We require that such requests are accompanied by a written note from the parent or guardian.**

Liabilities

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

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

Liabilities may be due to:

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

Sports, Athletic Teams, Extracurricular Activities

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

Access to Teacher Qualifications

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

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

FERPA and Directory Information

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

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
2. Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing with the Local School Board. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, the school must have written permission from the parent or eligible student in order to release any 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 such a request is received by the school in writing, in a timely manner.

CONSENT AND AGREEMENT and PHOTO RELEASE

By signing below I verify the following:

- That I have read the Kihei Charter School Student Handbook
- That I understand the policies and procedures explained in the handbook
- And that 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, web site, 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: _____

PARENT AUTHORIZATION FOR STUDENT TRAVEL SCHOOL YEAR 2009-2010

Dear Parents and Guardians:

Permission is requested for your student to participate in many out of school/field-based activities for the 2009-2010 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: _____ Emergency Phone #1: _____

Emergency Contact #1 relationship to student: _____

Emergency Contact #2: _____ Emergency Phone #2: _____

Emergency Contact #2 relationship to student: _____

Emergency Contact #3: _____ Emergency Phone #3: _____

Emergency Contact #3 relationship to student: _____

My student DOES have my permission to participate in out of school activities this school year:

My student DOES NOT have my permission to participate in out of school activities: _____

MEDICAL INSURANCE COVERAGE:

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

My student has medical coverage with: _____

Policy Number: _____

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