

Kihei Charter School

2015-2016

Student Handbook

Kindergarten through 8th grade

Contact Information

Please see our website www.kiheicharter.org

Kihei Charter Middle School (KCMS)
Lipoa Campus Phone: (808) 270-4912
41 East Lipoa Street, Suite #29, Kihei, HI 96753

Elementary School at St. Theresa's Catholic Church
26 Lipoa Street
Kihei, Hawaii 96753

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

Leslie Baldrige, Elementary School Director
lbaldridge@kiheicharter.org

Maria Robinson, Middle School Director
marobinson@kiheicharter.org

Agreement

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

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Accreditation

Kihei Charter School is in the midst of applying for continued accreditation from the Western Association of Schools and Colleges (WASC). We are a WASC accredited school seeking an additional 6 years. As part of the accreditation process, all stakeholder groups within the school community work together to identify the strengths and challenges facing the school in the coming years. From this experience, we build a targeted action plans to address our challenges and build a brighter future for our children.

Mission

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.

Vision

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

Goals of Kihei Charter School

- *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.*

Essential Terms

- STEM (Science, Technology, Engineering, and Math) focused education for every student.
- Projected Based Curriculum – Student centered learning experiences, with the student as worker and teacher as coach, will be designed to create actively engaged learners focused around an essential question or problem to be solved.
- Blended Learning Model – Students will be actively engaged with a combination of face-to-face lessons and remote learning opportunities such as online courses, teacher class extensions, Running Start College classes, internships, community-based projects, etc.
- College Access – Dual Enrollment: We will continue our partnership with the University of Hawaii, Maui Campus (UHMC) to provide our students with access to Running Start dual-credit college courses.
- Classroom Without Walls – Students will utilize the diverse opportunities available on the island of Maui. Volcanos, rainforests, coral reefs, humpback whales, astronomy research, cultural diversity, and alternative energy, are examples of learning opportunities accessed outside of our school buildings. Not

just “field trips,” students will consistently engage in rigorous instructional excursions, working in concert with community partners such as the Kihei Community Association, Kihei Canoe Club, Kaho’olawe Island Restoration Commission, Maui Sustainability Group, Maui Coastal Land Trust, Haleakala National Park, Pacific Whale Foundation, Department of Land and Natural Resources, Hawaiian Islands Humpback Whale National Marine Sanctuary, and the National Atmospheric and Oceanographic Association. New partnerships and opportunities are constantly pursued to enhance the KCS Experience.

Principles of Essential Schools

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

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

21st Century Skills

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

- Information Skills

- Communication Skills
- Thinking and Problem Solving
- Interpersonal Skills
- Self-Directional Skills
- Global Awareness
- Financial, Economic, and Business Literacy
- Civic Literacy and Engagement

What is a Charter School?

From the website www.uscharterschools.org:

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

Beliefs about Teaching and Learning

- Student success is a responsibility shared by all stakeholders: students, families, teachers and staff, administrators and the community.
- All students are unique and deserve a rigorous, creative and nurturing school environment that encourages them to realize their individual goals and aspirations as they move through their school years.
- Students benefit from learning opportunities that are culturally relevant and encourage appreciation and respect for diversity.
- It is the school's shared responsibility to develop students' critical thinking skills necessary for success in the 21st century.
- Quality curriculum and instruction, as well as ongoing assessment, are critical elements for student success.

School Core Values

With our focus on educating the whole child, Kihei Charter School seeks to ensure that our students become competent learners who embody our core values of:

S – Show Integrity

H – Ho’omau I Ka Po’okela

A – Aloha

R – Respect

K – Kina’ole

Students have the opportunity to earn “Shark Bites”, rewards for modeling the Kihei Charter School Core Values.

Family Involvement

Kihei Charter School recognizes that a child’s education is a responsibility shared by the school and the family and that families play an integral role in assisting student learning. Therefore, we welcome and encourage family involvement. We pledge to promote meaningful two-way communication, to establish programs and practices that reflect the needs of our students and their families, to provide for family participation in decisions that affect their children, and to build supportive partnerships between the home, school and community to improve student learning and achievement.

Common Core Standards

It is the goal of Kihei Charter School to provide our students with a quality standards-based education in a creative, challenging and nurturing environment that results in the maximum development of each child through the cooperative efforts of the entire community.

Curriculum and instruction at Kihei Charter School will align with the Common Core State Standards for English Language Arts and Mathematics with integration across the subject areas. More information about the Common Core State Standards implementation in Hawaii can be found at:

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CommonCoreStateStandards/>.

In addition to the Common Core State Standards, Kihei Charter School students will be expected to demonstrate proficiency on the school-wide learning results through the completion of a portfolio in which they reflect on artifacts demonstrating their mastery.

Academic and Behavioral Supports for Students

Kihei Charter School is committed to providing a nurturing, caring environment which enables all children to progress and learn. To achieve this, our teachers and staff are committed to improving our Response to Intervention (RTI) and Positive Behavior Interventions and Support (PBiS) systems. These collaborative “best practices” involve the school, families and community in providing supports and services so each child will meet educational standards for his/her grade level.

Supports are designed and provided in the regular classroom and in additional intervention and enrichment classes. Supports are also delivered school-wide through overreaching programs and initiatives involving teaching, learning, and behavior. For more information, please contact the Student Services Coordinator at lwhitten@kiheicharter.org.

Well organized collaboration where leadership, classroom instruction, and learning supports work in concert with each other, a dynamic learning environment is created resulting in student achievement.

Our teams are committed to providing quality learning supports through the Comprehensive Student Support System (CSSS). Teams may utilize the expertise of the Counselor, Behavior Specialist (SBBH), Classroom Teachers, Special Education staff, Student Services Coordinator (SSC), and community services and agencies, when appropriate.

The school has developed an RTI binder to assist teachers and grade levels across the school in consistent efforts to provide a wide range of academic and behavioral supports to students. The RTI process includes wide net screening assessments, frequent review of benchmark data sources, and high quality instruction in the general education classroom as a starting point. The goal is to provide multi-tiered supports to students so that they are able to be successful in our school.

All staff members are familiar with the RTI binder, referral forms, and processes to use when students appear to need extra support in order to make academic and behavioral gains.

Special Education and 504 Plans

Special education is a service that can be implemented in a variety of settings; however, it is not a place. The determination of the setting, Least Restrictive Environment (LRE), for a particular student is determined by an Individualized Education Plan (IEP) team. At our school, we offer placement in general education with inclusion supports to best meet the individual needs of students. In addition, we have students who have 504 Plans that are in all general education classes but have appropriate modifications.

It is our goal to have each student be successful in the general education setting. As a team, we make every effort to accomplish this goal.

The role of the general education teacher of a special education student is an important one. It is important to remember that the general education teacher is the student's teacher. The special education teacher's and the EA's role is to support the teacher and the student. The general education teacher is an integral part of the IEP team that determines the student's educational plan.

All IEP and 504 Plans are legal documents and by law, a general education teacher is required to implement all modifications/accommodations that are listed on the 504 Plan or IEP. The Behavior Support Plan (BSP) is part of those documents.

If you have questions about special education, disabilities, procedures, etc. feel free to contact the Special Education teachers, the SSC, the Middle School Director or the Elementary School Director.

The Family Educational Rights and Privacy Act, FERPA, states that all information such as IEPs, 504s, SST meetings, eligibility meetings, or testing information is **confidential**. Information about a student may only be shared with the team of that student.

Regular education and special education staff communicate and work collaboratively to best meet the needs of students.

Reporting Child Abuse and Neglect

All Staff members at Kihei Charter School are Mandated Reporters. This means teachers and staff have a legal responsibility to immediately report any situation in which they believe that child abuse or neglect will occur in the reasonably foreseeable future.

If teachers have suspicion of child abuse/neglect, they are required by law to contact Child Welfare Services (CWS) at 1-800-494-3991. In case of immediate threat of violence, the police will be called at 911.

Reporters will notify the Director and/or counselor for consultation and/or assistance, but they will never let their absence slow down the reporting responsibilities.

After verbally reporting, reporters will be directed to fill out form DHS 1516 and submit it via FAX or mail. Doing so fulfills the statutory obligation under Chapter 350-1.1(c) Hawaii Revised Statutes, which requires a report in writing as well as the oral report.

Crisis Protocol: Self Harm and Suicide

If a student reports any form of self-harm or suicidal ideation to a teacher, they are expected to notify the counselor immediately. If unable to reach the student's counselor, the Director will be notified immediately.

Interviews will be conducted and referrals to crisis counseling through the ACCESS referral team will be made as appropriate. Parent and teacher notification will also be made as appropriate to coordinate future counseling services and monitoring of student safety.

Grading Policies

Each teacher has a Grading Policy for each class that he/she teaches. This policy conforms to that which is published in the Student Planner and includes how the teacher establishes grades, i.e., percentages devoted to classwork, homework, tests, quizzes, projects, etc.

Attendance and behavior must not impact grading. Teachers have the option to include a participation grade in order to emphasize that cooperation in class is critical, however, participation may not account for more than 10% of the overall grade. Out of respect to students of all socio-economic backgrounds, students may not be required to bring items for fund-raising or custodial supplies for extra-credit or a grade at any time.

Expectations of Students

Kihei Charter School is the only one of its kind on Maui. It offers students truly unique and exceptional opportunities for academic development and personal growth. It is expected that students have chosen the Charter School in order to participate in these unique educational opportunities and activities. For the program to successfully function as 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

Students will also be required to complete extension work, virtual work, or to participate in activities and events outside of school hours (such as exhibitions) as assigned throughout the year. This is part of the commitment that families make by choosing the 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 teachers.

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. 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 / School Pride and Program Commitment
- 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 safely get to and from school in a timely manner. Students should not be dropped off at school prior to 7:15 am, or left at school past 4:00 pm, unless participating in after school activities or previously arranged with school personnel. There will be pre-determined drop-off and pick-up procedures that will be shared in depth at the Parent Orientation session prior to the start of the school year. No student in grades K-4 will be permitted to leave school without being accompanied by a responsible adult.

5th graders MAY leave campus at the end of the day with a signed waiver stating permission to leave without being accompanied by an adult.

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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school that the school and family work as a collaborative team as needed and that the supports that are offered are utilized by the student and supported by the family.

Orientations, Open Houses, and Exhibitions

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

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

Students will also be assessed through performance competencies, which are the school's Expected School wide 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.

Performance Standards

Kihei Charter School utilizes a student centered approach to learning through project-based learning and 21st Century skills. Individual student progress is measured by the **Hawaii Content and Performance Standards and Federal Common Cores Standards**, which are required learning components for all public school students in the State of Hawaii, and through student demonstration of the 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>

Student Progress

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.

Power School & Teacher Web Pages

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

With PowerSchool, parents can:

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

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

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

Academic Policies

Late Work Policy: Will be communicated via your student's advisor and/or divisional Director.

Plagiarism and Intellectual Property Theft Policy

According to dictionary.com –

Plagiarism: *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: *property that results from original creative thought, as patents, copyright material, and trademarks.*

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

- Turning in work which the student did not write, including turning in another student's work for credit.
- 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.)
- 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 teacher to help determine if an act would be deemed plagiarism and/or intellectual property theft.

Attendance – KCS Policy

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

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

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

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

Absences – Truancy Policy

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

<u>Program:</u>	<u>*Step One:</u>	<u>**Step Two:</u>
Grades K-4	4 days	7 days
Grades 5-8	6 days	10 days

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

****Step Two:** A second certified letter will be sent home notifying parents/guardians that their child has missed an unacceptable number of school days for the quarter, and they are truant. A meeting is requested to create a plan to support the student.

If no return communication from parent/guardian is received, or there is suspicion of neglect, our DOE Social Worker and CPS will be notified of the truancy.

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

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

Tardies

It is expected that students will arrive to class on time, wearing their Logo Wear, and be prepared to work. If students are habitually tardy, which means more than 3 in a quarter, the following will occur: 1) Parents will be contacted by the student's advisor to discuss the matter 2) If the tardiness is the student's fault they will be asked to reflect on how to improve the problem 3) A parent - teacher meeting will happen to create a team plan to solve the problem 4) If the tardy problem persists, the student may be restricted from certain privileges, and a behavior contract may be implemented.

Field-based Activity 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 school rules and expectations, students are also expected to abide by the following rules and expectations at all times when in the field:

Follow van protocol, including:

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

Follow 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 cannot 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.

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

Unacceptable:

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

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

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

School Events

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

After School Hours

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

Campus Sales and Solicitations

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

Personal Handheld Technologies

Kihei Charter School understands that our students live in a rapidly changing society. However, technologies such as cell phones, iPods, iPads, handheld game systems, etc. can at times become major distractions for our students and disruptive to the learning environment. Due to our unique schedules, time in class is highly valued – our students need to be present, focused, and ready to work on the task at hand. The handheld technologies are very exciting to students and can take away from the learning experience that teachers are creating for their students.

KCS highly discourages students from bringing valuable electronic devices to school. If students choose to bring valuables to school, they are assuming full responsibility for these items – the school is not responsible for items that go missing or get broken during the school day.

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

Cell Phones

KCS understands that parents provide students with cell phones for safety reasons during before- and-after school hours; however students are not to use their cell phones during class unless directed to do so by the classroom teacher. We understand that at unique times it becomes necessary for a parent/guardian to communicate with their child during the course of the school day. We expect middle

school parents to please contact the front desk at 270-4912 in order to deliver urgent messages to their child during the regular school day.

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

Need-Based Financial Assistance

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

Meal Program

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

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

Meal prices are as follows:

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

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

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

Academic Interventions

It is the goal of Kihei Charter School to facilitate all students towards success. As such, the school will implement academic interventions, including additional support in the classroom from educational assistants, academic counseling, and extended school

days. The goal of these supports is to provide additional supports for students who demonstrate a need for extra assistance to complete their regularly assigned academic work.

Non-Compliance Procedures

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

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

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

Step Three: Conference with teacher(s) and Lead Teacher/Site Administrator - a contract will be created to best facilitate student success.

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

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

State Standardized Tests

Students in grades 3, 4, 5, 6, 7, 8, and 10 are required to participate in state wide testing during the designated testing weeks throughout the school year. 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 Governance is providing internet access to students and staff members as an extension of our educational resources in order to promote resource sharing, collaboration, innovation and distance learning, for the express purpose of fostering academic achievement. The Board realizes its responsibility to provide adequate security to its network by various means of appropriately restricting access to the network and educating students and staff about appropriate and inappropriate usage. Since the internet is a global network, it is not possible to control or restrict access to all controversial or objectionable materials; however, every possible effort will be made to do so.

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

General Computing Policy

1. Using, deleting, examining, copying, or modifying files or data on disks belonging to other users without their consent is prohibited.
2. Unauthorized, deliberate action 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.
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:

- 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.
- 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.
- The use of abusive or otherwise objectionable language in either public or private messages is prohibited.
- Attempts at sending unsolicited junk mail, "for profit" messages, or chain letters are prohibited.
- Use of e-mail for non-educational or non-school related purposes is prohibited unless authorized by computer personnel.
- 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:

- The use of systems and/or networks in attempts to gain unauthorized access to remote systems is prohibited.
- The interception, copying, distributing, decryption or utilization of the login names and/or passwords of others is prohibited.
- Intentional attempts to "crash" network systems or programs are prohibited.
- Any attempt to secure a higher level of privilege on Network systems is prohibited.
- Decrypting system or user passwords is prohibited.
- Copying system files is prohibited.
- 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.

Computing Policy Violation Consequences

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

- Temporary or permanent loss of computer privileges
- Detention
- Disciplinary Behavior Contract

- Referral to the Executive Director
- 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.

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

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 front desk of the middle school or the Director of the Elementary School. Inquiries regarding lost articles should also be made at the same locations.

Checking Students Out of School

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:

- School fees
- Lost or damaged textbooks, library materials, electronic devices, or media
- Vandalism to school property
- Lunch balances

Wellness Policy for Kihei Charter School

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

Nutrition Education

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

Curriculum:

- Has a curriculum aligned with the *Hawaii Health Education Content Standards and Benchmarks*?
- Equips students to acquire the knowledge and skills needed to engage in sound nutrition behavior.

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment
- Builds students' confidence and competence in making healthy nutrition choices
- Engages students in learning that prepares them to choose a healthy diet

- Includes students of all abilities
- Is taught by “highly qualified” teachers of health education.”

Opportunity to Learn:

- Includes students of all abilities
- Provides instructional time to build students’ confidence and competence in health-enhancing skills.

Nutrition education should also be made available to parents/guardians and the community. This nutrition education may be provided in the form of handouts, wall or bulletin board posters or banners, postings on the school’s website, community and student oriented presentations or other communications focused on promoting proper nutrition and healthy lifestyles.

Nutrition Standards

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

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

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

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

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

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

The school shall discourage using food as a reward.

The school shall encourage serving healthy food at school parties. Notices shall be sent to parents/guardians either separately or as part of a school newsletter, reminding them of the necessity of providing healthy treats for students and/or encouraging the use of non-food treats for classroom birthday or award celebrations.

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

Example: Sales of candy items (candy bars, sugar coated chocolate snacks, or the like) as a school or grade-level fundraising project should be replaced with non-food items such as candles, wrapping paper, greeting cards, etc.

Physical Education and Physical Activity Opportunities

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

Curriculum:

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

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment
- Builds students' confidence and competence in physical abilities
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities
- Includes students of all abilities
- Is taught by a certified physical education teacher trained in best practice physical education methods
- Keeps all students involved in purposeful activity for a majority of the class period.

Opportunity to Learn:

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

The school offers opportunities for unstructured physical activity, commonly referred to as recess, for all students K through grade 5. Recess should be in addition to physical education class time and not be a substitute for physical education.

Other School-Based Activities Designed to Promote Student Wellness

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

Dining Environment

The school shall provide:

- a clean, safe, enjoyable meal environment for students
- appropriate space/serving areas to ensure all students have access to school meals with minimum wait time
- drinking fountains in all schools, so that students can get water at meals and throughout the day
- encouragement to maximize student participation in school meal programs
- identity protection of students who eat free and reduced-price meals.

Time to Eat - The school shall ensure:

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

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

- prohibit the use of food as a reward or punishment in schools
- not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time
- not use physical activity as a punishment
- encourage using physical activity as a reward, such as teacher/staff walking or playing with students at recess.

Consistent School Activities and Environment - The school shall:

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

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.

Student Behavior

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

1. Promote a safe and secure learning environment.
2. Promote positive self-esteem so as to prevent students from acts which impede the learning process or which are self-defeating, self-destructive or anti-social.

3. Promote responsible student conduct throughout the school day and at all school sponsored activities.
4. Maintain appropriate student demeanor while the student's educational activities and responsibilities remain uninterrupted.

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

In-class Discipline Policies

As a means of tracking minor student behavior concerns at Kihei Charter School, the planner will be used to document and communicate between home and school. Parents are encouraged to check their child's planner daily.

Staff members may issue a planner warning for the following in-class infractions:

- Defiance/Disrespect/Non-Compliance: Student engages in brief or low-intensity failure to respond to adult requests.
- Disruption: Student engages in low intensity, inappropriate disruption.
- Dress Code Violation: Student is wearing clothing that is not within the dress code of the school.
- Inappropriate language: Student engages in low-intensity instance of inappropriate language.
- Physical Contact: Student engages in non-serious, inappropriate physical contact.
- Property Misuse: Student engages in low-intensity misuse of property.
- Tardy: Student arrives to school after school has started or class after class has started, or both.
- No student planner: Students should have their planner with them daily.

A student's infractions resulting in planner warnings will be cumulative **for the day** and will be recorded within the school record, which will be used by the Teacher(s), Counselor(s), or Director(s). Students may receive rewards for positive behaviors and consequences for negative behaviors. **Each student will start with a clean slate each day in regard to minor infractions (planner warnings).**

First Infraction

Verbal warning recorded on the discipline log in the planner

Second Infraction

Second verbal warning recorded on the discipline log in the planner

Third Infraction

Recorded in planner and 30 minutes of detention assigned

Fourth Infraction

Recorded in planner and 60 minutes of detention assigned

Fifth/Sixth Infraction

Referral to the Director and logged into school discipline history

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

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

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

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

Class "A" Offenses-Must be reported immediately!

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

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

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

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

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

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

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

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

Homicide: Causing the death of another person.

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

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

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

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

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

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

Class "B" Offenses-Must be reported immediately!

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

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

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

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

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

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

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

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

Violation of the Internet Access Policy: Inappropriate or questionable uses, or both of internet materials or equipment, or both.

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

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

Disciplinary Actions for Class A and B Offenses

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

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

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

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

- Correction and conference with student
- Detention
- Crisis removal
- Individualized instruction related to student's problem behaviors
- In-School Suspension
- Interim alternate education setting
- Loss of privileges
- Parent conferences
- Time in office
- Suspension of one to ten days
- Suspension of eleven or more days
- Saturday School

- Disciplinary transfer
 - Referral to alternative education programs
 - Dismissal; or
 - Restitution
- ***DUE TO KIHEI CHARTER SCHOOL'S ZERO TOLERANCE POLICY, ALL UNLAWFUL OFFENSES WILL RESULT IN A MINIMUM TWO WEEK SUSPENSION AND UP TO A MAXIMUM ONE YEAR SUSPENSION. IN ADDITION, STUDENTS WILL BE PUT ON DISCIPLINARY PROBATION WHICH STATES THAT ANY SUBSEQUENT UNLAWFUL OFFENSES WILL RESULT IN REFERRAL TO THE LOCAL SCHOOL BOARD FOR FURTHER ACTION.***
 - ***DRUG, ALCOHOL, AND WEAPON INFRACTIONS WILL RESULT IN THE MAXIMUM SUSPENSION PERIOD OUTLINED IN CHAPTER 19***
 - ***STUDENT FOUND TO BE IN POSSESSION OF A FIREARM SHALL BE DISMISSED FROM SCHOOL FOR NOT LESS THAN A ONE YEAR PERIOD.***

Class "C" Offenses-Referral should be written

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

Class Cutting: Unauthorized absence of a student from class.

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

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

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

Smoking, or use of Tobacco Substances: Use, sale or distribution of tobacco substances on campus, on transportation or during school events or activities.

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

Class "D" Offenses

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

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

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

Contraband

The following is a list of items classified as contraband during the school day. These items are prohibited on campus as experience has shown that they interfere with the teaching/learning process. The use of any of the listed items may result in discipline as a Class "D" offense.

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

NOTE: Students may leave skateboards, etc. in the school office during the day for safe keeping.

Disciplinary Actions for Class C and D Offenses

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

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

Agreement

Anything not covered in the handbook, is covered by our agreement that "common sense" will be used to resolve any student issue.

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, website, and publicity about the school.

Parent Signature: _____ Date: _____

OR

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

Parent Signature: _____ Date: _____

KIHEI CHARTER SCHOOL PARENT AUTHORIZATION FOR STUDENT TRAVEL
SCHOOL YEAR 2015-2016

Dear Parents and Guardians:

Permission is requested for your student to participate in many out-of-school/field-based activities for the 2015-2016 school-year. This permission slip will serve as the universal permission for your child this school year.

Name of Student: _____ Home Phone: _____

Emergency Contact #1: _____ Phone #1: _____

Emergency Contact #1 relationship to student: _____

Emergency Contact #2: _____ Phone #2: _____

Emergency Contact #2 relationship to student: _____

Emergency Contact #3: _____ Phone #3: _____

Emergency Contact #3 relationship to student: _____

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

MEDICAL INSURANCE COVERAGE

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

My student has medical coverage with: _____

Policy Number: _____

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