UNIVERSITY of HAWAIʻI®

HAWAIʻI COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o Hawaiʻi

Early College Handbook For Instructors

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Strategic Foundations: Kaʻao Kaʻikaʻi

Kaʻao Kaʻikaʻi, the Hawaiʻi Community College Strategic Plan (2023–2029), establishes our institutional vision. We focus on student success, place-based education, and equity to ensure students complete their educational journeys with clarity and purpose.

The Academic Master Plan (AMP)

The AMP operationalizes our strategic goals within Academic Affairs. It serves as the primary blueprint for:

- **Program Development:** Designing degrees and certificates that meet regional workforce needs.
- **Pathway Design:** Sequencing courses for seamless transitions between Liberal Arts and Career & Technical Education.
- **System Integration:** Aligning our curriculum with the University of Hawaiʻi (UH) system to facilitate post secondary education transfer opportunities.

Early College Program Purpose

Early College serves as a critical entry point into the pathways defined by the AMP. The program enables qualified high school students to earn college credits while simultaneously fulfilling high school graduation requirements.

Core Objectives

We strengthen the transition from secondary to postsecondary education by focusing on:

- **Equitable Access:** Prioritizing rural communities and students historically underrepresented in higher education.
- **Accelerated Completion:** Reducing the time and cost of a degree by awarding transferable UH credits early.
- **System Alignment:** Maintaining formal partnerships with the Department of Education (DOE) and charter schools to bridge the K–12 and higher education ecosystem.

Academic Delivery

Every Early College course is an official Hawai‘i Community College offering. Regardless of the modality (campus-based or online), all courses adhere to the same **Student Learning Outcomes (SLOs)** and institutional rigor as standard Hawai‘i Community College courses.

The Early College Student Profile

Students in this program occupy a dual status as both DOE participants and Hawai‘i Community College students. Their enrollment signifies an official entry into college-level expectations, institutional policies, and systems of accountability.

Understanding Our Learners

Instructors should recognize that Early College students often navigate:

- **First-Generation Realities:** Many are the first in their families to engage with higher education systems.
- **Dual Demands:** Students balance college rigor with the developmental and social pressures of high school.
- **Diverse Contexts:** Many learners reside in geographically isolated areas and balance cultural or family responsibilities alongside their studies.

Instructional Expectations

As the bridge to higher education, instructors must maintain academic rigor while actively supporting the student transition:

- **Clear Communication:** Explicitly define the standards for college-level work and professional behavior.
- **Proactive Support:** Identify engagement concerns early and utilize established **referral pathways** to the college’s support network.
    - For immediate support and guidance, connect with a High School Early College Coordinator then connect with the Early College Academic Lead and Hawai’i Community College counselors.
- **Policy Compliance:** All students must adhere to the Student Code of Conduct and **FERPA** regulations.
- **Instructor Absence:** In the case of an absence please communicate with the High School Early College Coordinator and Early College Academic Lead so that the class can continue in the case of these events.
- **Grading:** Early College instructors are encouraged to regularly communicate academic progress directly to the student, and when necessary, the High School Early College Coordinator.

- Encourage students to take an early interest in the grading system which Early College operates.

Instructor Readiness & Onboarding

To ensure a smooth start to the semester, instructors must complete the following readiness steps before instruction begins. These requirements align the classroom experience with both University standards and Department of Education (DOE) safety protocols.

Administrative & System Access

- **Confirm Assignment:** Verify your course, modality (online/in-person), and schedule with your Department Chair and Dean.
- **Technical Setup:** Ensure your UH email is active and you have login access to **Lamakū** (learning management) and **Banner** (grading/registration).
- **Curriculum:** Review the official course outline and **submit your syllabus to your Department Chair a week prior to classes starting**.
    - For courses using textbooks or other instructional materials that require purchase, rather than open or no-cost resources, please confirm that the material selection has been documented by the *Dean of Liberal Arts/Early College Academic Lead* and that all required items have been ordered

Safety & Background Checks

- **DOE Clearance:** Because Early College involves working with minors, instructors teaching virtually and on high school campuses must pass a **DOE background check**.
- **Required Verification Procedures**:
    - Background check
    - Fingerprinting

  The background check process will automatically begin once the Early College program has confirmed with the Department Chair the instructor for the course and 30-days prior to classes starting. The Vice Chancellor Office will contact you with any steps necessary to move along the process. If you have any questions please connect with the Early College APT.

- **Emergency Protocols:** Review the specific emergency and safety procedures for your assigned high school site.

High School Site Logistics

Before your first day on a DOE campus, coordinate with your site contact to confirm:

- **Campus Access:** Procedures for parking, daily sign-in, and classroom keys.
- **Facilities:** Location of restrooms, staff support areas, and your specific classroom.

- **Point of Contact:** Who to call immediately if a room is locked or an issue arises on-site.

Academic Standards and Course Design

Early College courses must mirror the academic rigor of courses taught on the Hawai‘i Community College campus.

Curricular Consistency

- You must teach from the official Course Outline of Record, ensuring all current Student Learning Outcomes (SLOs) and Course Learning Outcomes (CLOs) are met through the required contact hours.

Assessment & Grading

- Instructors must align your grading practices with documented college criteria. High-school-specific grading norms or "informal" adjustments should not be used in place of college standards.

Consultation on Course Delivery

If you believe a course requires adaptation for its specific delivery setting, you must consult your Department Chair and Dean. **Instructors should not make independent changes to a course’s core outcomes.**

Syllabus Structure

The syllabus must align with the approved Course Outline of Record and reflect Hawai‘i CC’s academic standards. Because Early College students are often navigating college expectations for the first time, instructors are asked to use the syllabus as a teaching tool—reviewing it in detail to help students understand how to succeed in a college-level environment.

Syllabus Requirements

Every syllabus must be distributed to students at the start of the term and a copy submitted to the Department Chair. At a minimum, we ask that your syllabus is completed a week prior to the first day of class and that it includes and you make use of the template provided by ITSO.

Mandatory Institutional Statements

The following official statements must be included (or linked) exactly as provided by the college:

- Academic Grievance Procedures
- Academic Integrity & Student Conduct Policy
- Disability & Accommodation Services
- Privacy and Confidentiality Expectations (FERPA)
- Title IX

Student Privacy & FERPA Compliance

All Early College instructors must comply with the Family Educational Rights and Privacy Act (FERPA). Although these students are in high school, they are officially Hawai‘i CC students; therefore, their educational records are protected by federal law.

The FERPA Shift: Who Owns the Data?

Under FERPA, the right to access educational records transfers **entirely to the student** once they enroll in a college course. This applies even if the student is a minor.

- **Communication with Parents:** You **cannot** share a student's grades, attendance, or performance with parents or guardians without official authorization—even if they contact you directly.
- **Redirecting Inquiries:** If a parent contacts you, do not disclose any information. Instead, politely refer them to the **High School Early College Coordinator**.

Professional Communication Protocols

To protect student rights and ensure institutional compliance, follow these communication standards:

- **Official Channels Only:** Use only official UH email and platforms (like Lamakū) to discuss student performance. Avoid informal or unsecure methods (texting, personal email).

We do not share student-level grade information by email or with colleagues. Make use of the UH File Drop service if you are asked to share grades.

- **High School Requests:** If high school staff request progress updates, do not provide them directly. Follow established **Early College protocols:**
    - Provide Lamakū access to the designated Early College High School Coordinator.
    - If requested to provide progress updates or quarter updates by others outside of those mentioned in orientation please direct them to the Early College High School Coordinator.

  Always coordinate with Early College Counselor to ensure the data sharing action is legal.

- **Need-to-Know Basis:** Only share student information with college personnel Early College Counselor; High School Early College Counselor; Department Chair and Dean of Liberal Arts.

If you find yourself being asked to share information and feel concerned about the instance, contact the Dean of Liberal Arts Jace Saplan; jsaplan@hawaii.edu for guidance.

Academic Integrity & Student Conduct

Early College students are Hawai‘i CC students. Regardless of their age or the high school setting, they are expected to uphold the same standards of academic honesty and ethical behavior as all other college students.

Proactive Instruction on Integrity

For many students, this is their first encounter with college-level ethics. Instructors are responsible for explicitly defining and teaching the following:

- **Prohibited Behaviors:** Clearly define cheating, plagiarism, fabrication, and unauthorized collaboration.
- **Proper Citation:** Provide clear guidance on how to credit sources and when independent work is required.
- **Appropriate Use of Materials:** Be clear about the appropriate use of AI, open-book resources, or group study.

Managing Academic Dishonesty

If you suspect a violation, you must address it promptly and formally.

- **Document Everything:** Keep records of the work in question and any communication with the student.
- **Follow Official Channels:** Do not handle major violations "informally." We ask you follow Hawai‘i CC procedures and coordinate with your **Department Chair** and the **Student Conduct Administrator**.
- **Ensure Equity:** Formal reporting ensures that all students are treated fairly and that the college can track recurring issues across different courses.

Classroom Conduct & Behavior

Instructors are responsible for managing the students' learning environment. While routine classroom issues fall under the purview, serious issues require a broader response:

- **Respectful Environment:** Students must adhere to Hawai‘i CC standards for respectful behavior and ask them to review the syllabus or the system wide Student Conduct Code.

- **Escalation:** If behavior becomes disruptive or violates the Student Conduct Code, refer the matter to the Student Conduct Administrator.
- **The Dual-System Reality:** Because these students are in a K-12 environment, you should coordinate with the **Early College Counselor** and high school partners to ensure the response supports the student's development while maintaining college standards.

Instructor Attendance

Punctual attendance is a matter of student safety and institutional partnership. Because classes are embedded in high school schedules, an absence or delay affects both Hawai‘i CC and Department of Education (DOE) operations.

If You Are Absent or Late

If you cannot make it to class or will be delayed, you must follow this **Three-Point Notification** protocol as early as possible:

- **Your Division Chair:** Follow your specific department’s reporting expectations.
- **Early College Leadership:** Notify the department chair, Early College Contact Lead and APT.
- **The High School Site:** Contact the High School Early College Coordinator. This is vital so the school can arrange the necessary supervision for the students on their campus.

Failure to communicate promptly causes significant operational disruption and may compromise the safety and supervision of students.

Monitoring Student Attendance

Student attendance counts for both college credit and high school graduation requirements. Instructors are responsible for tracking and addressing attendance issues proactively.

- **Early Intervention & Coordinated Support:** Do not wait until the end of the term to address attendance problems. If a student’s absences begin to affect their performance, act immediately. Communicate with the **CARE team** and the **Early College High School Coordinator**.

Student Support & Referral Pathways

Instructors are not expected to resolve every student challenge alone. Your role is to identify concerns early and connect students to the appropriate support systems. Because your students navigate two different worlds, they have access to resources at both the college and their high school.

Academic & Planning Support

- **The Learning Center (TLC):** Refer students here for tutoring and academic skill-building if they struggle with course content or foundational skills.
- **Counseling:** Helpful to students who are unsure of their academic direction, struggling to balance their workload, or need guidance on educational planning.
- **Disability Services:** Utilize this service if a student discloses a disability or requests accommodations. **Instructors must not provide independent accommodations.**
- **Mental Wellness Services:** Refer students experiencing emotional distress, anxiety, or personal crises that impact their well-being.

Safety and Conduct

- **Title IX Office:** You **must** **contact the Title IX office** if you become aware of any sex discrimination, harassment, or gender-based misconduct.
- **Student Conduct Administrator:** Contact the Student Conduct Administrator for violations of the Student Conduct Code, such as academic dishonesty or significant behavioral disruptions.
- **CARE Team:** Involve the CARE Team for complex cases where a student is facing a mix of academic, behavioral, and personal challenges that require a coordinated team response.
- **Campus Security / Emergency:** Instances of immediate threats. **Call 911 first**, then follow site-specific safety protocols and notify school administration.

Leveraging High School Partnerships

Early College High School Coordinators are your "on-the-ground" partners. Coordinate with them for issues rooted in the school day:

- **School Counselors & Coordinators:** Use them for student monitoring, family communication, and site-based logistics.
- **School Health Offices:** In the event of an immediate health emergency, **call 911** first, and then immediately notify the school nurse. For non-emergency situations where a student is feeling unwell, please contact the school nurse.

Grading & Final Submissions

Your grading practices must reflect the same standards as any other Hawai‘i CC course. Because Early College grades impact both a student’s high school record and their permanent college transcript, accuracy and timeliness are mandatory.

Fair and Transparent Evaluation

- **Outcome-Based:** Grades must be based on the **Student Learning Outcomes (SLOs)** listed in your syllabus. In alignment with accreditation expectations (**ACCJC Standard II.A.3**), course grades must reflect appropriate, fair, and consistent methods of evaluation.
- **Regular Feedback:** You are responsible for providing timely and substantive feedback (**ACCJC Standard II.A.7**). Students should always know their academic standing before the final deadline.
- **Attendance:** If you grade based on participation or attendance, this must be **explicitly stated in your syllabus and applied consistently**.

Official Grade Submission (Banner)

- **The Platform:** All final grades must be submitted through **Banner**, the official University of Hawai‘i grading system.
- **Deadlines:** You must meet the established college deadlines. Timely submission is required to ensure the accuracy of student records and to support institutional processes related to enrollment, progression, and financial aid.
- **Record Keeping:** Maintain your gradebook and records for at least one year. In the event of an **Academic Grievance (HAW 5.101)**, you will be required to provide documentation supporting your evaluation.

Grade Changes & Grievances

- **No Informal Changes:** Once a grade is submitted, it is final. Any corrections or changes must follow official college procedures through the **Registrar**.
- **Student Rights:** Students retain the right to pursue grievance procedures in accordance with **Hawai‘i Community College policy (HAW 5.101)**. Clear documentation of your grading criteria is the best point of reference during this process.

Privacy in Grading

- **FERPA Reminder:** As established in the Privacy section of this handbook, do not share specific grades or performance data with parents or high school staff via unsecured channels such as emails, be sure to use the UH File Drop service. All reporting must follow official **Early College communication protocols (through guidance of the Early College Counselor)** and federal **FERPA** requirements.

Classroom Operations at High School Sites

Instructors are expected to uphold Hawai‘i CC’s academic standards while adhering to the host site’s operational procedures. **Effective classroom management depends on your coordination with high school personnel and your respect for their campus rules.**

Establishing Site Contact

Before the term begins, you are responsible for connecting with the **High School Early College Coordinator** or site contact. Because each campus operates differently, you must confirm their specific access requirements to stay compliant with Department of Education (DOE) policies.

Site-Based Logistics Checklist

Confirm the following procedures with your site coordinator before your first day:

- **Arrival & Identification:** Daily sign-in/check-in procedures and requirements for visitor badges or identification.
- **Campus Access:** Parking guidelines, classroom key/entry procedures, and access to restrooms or staff facilities.
- **Technology & Equipment:** Procedures for using classroom tech, connecting to the school’s internet, and accessing instructional equipment.
- **Hours & Guests:** Building access for non-standard hours (evenings/early mornings) and policies for bringing any guest speakers onto the school site.

Operational Professionalism

Instructors are expected to arrive on time and maintain the instructional schedule without deviation.

- **Addressing Issues:** If you encounter problems with facilities, technology, or classroom access, address them through the **High School Early College Coordinator** first, in coordination with the APT and Chair of the Department.
- **Emergency Scheduling:** Promptly notify both the high school site and Early College leadership regarding any operational delays or emergency changes. Please revisit the Instructor Attendance section for a more detailed procedure.

Textbooks, Materials, & Technology

A successful semester begins with student access. Because textbooks and classroom resources often require coordination between Hawai‘i CC and the high school, **instructors must verify all materials well before the first day of class.**

Securing Textbooks & Materials

In most cases, high school partners are responsible for purchasing the required textbooks and materials for their students. Please take the cost of your books into consideration. You are encouraged to **prioritize the use of low-cost or Open Educational Resources (OER) to reduce barriers for students.**

- **Early Verification:** Do not assume materials are ready. Check with the High School Early College Coordinator and your Department Chair to confirm if textbooks are on-site or if new orders are needed.
- **Alignment:** Ensure all selected materials align with the official **Course Outline of Record**.

Technology & Equipment

If your course requires specific technology (specialized software, lab equipment, or reliable high-speed internet), you must verify these resources are available at the high school site in advance.

- **Site Tech:** Confirm how students will access the internet and whether the school's firewall permits access to required college platforms (such as academic databases).
- **Hardware:** If you require specific instructional equipment, coordinate with the High School Early College Coordinator to ensure it is available and functional in your assigned classroom.

Preparation Checklist

Before the term begins, ensure you have:

- [ ] Confirmed that textbooks are physically or virtually accessible at the school or have been ordered.
- [ ] Verified that every student will have access to materials on day one.
- [ ] Tested classroom technology and internet connectivity at the high school site.
- [ ] Communicated any remaining resource gaps to your Department Chair and the High School Early College Coordinator.

Partnership Communication Protocols

Early College succeeds through the coordination of two different systems. Instructors are urged to **be proactive, professional, and clear** in their communications to help maintain this partnership.

The Communication Timeline

- **Pre-Term:** Confirm your schedule, roster, and materials with your Department Chair and High School Early College Coordinator (see **Classroom Operations**).

- **Mid-Term:** Notify the Early College Counselor and High School Early College Coordinator immediately regarding attendance or behavioral shifts (see **Instructor Attendance**).
- **End-of-Term:** Coordinate with the Registrar, Early College Counselors, and Department Chair regarding grade finalization and course closure.

Standards of Practice

- **Official Channels:** Always use your **University of Hawai‘i email** for professional correspondence.
- **Documentation:** Keep written records of significant decisions, especially those regarding student safety, conduct violations, or grade changes.
- **Coordination:** When an issue extends beyond your classroom, always "loop in" the appropriate partners (Department Chair, Early College Counselor, or High School Early College Coordinator) to ensure everyone is operating from the same information.

Professional Development & Evaluation

Early College sits at the intersection of high school and college, ongoing training is essential to stay aligned with both systems.

Professional Learning

Instructors are expected to participate in:

- **Onboarding & Orientations:** Program-specific sessions to stay current on procedures.
- **Discipline-Based Discussions:** Meetings with Department Chairs regarding curriculum and assessment alignment.
- **Compliance Training:** Regular updates on **FERPA**, Title IX, and equity-minded teaching practices.

Instructor Evaluation

Your performance is evaluated using the same rigorous standards applied to all Hawai‘i CC faculty.

- **Standardized Process:** Evaluations follow **UHCCP 9.104 (Lecturer Evaluation)** and departmental procedures.
- **Focus Areas:** Evaluations ensure your instruction meets course learning outcomes and remains consistent with the academic integrity of the college.

End-of-Term Responsibilities

Properly closing out a course is vital for student records, financial aid, and future program planning. Complete the following before the term deadline:

Final Checklist

- [ ] **Submit Final Grades:** Enter grades into **Banner** by the official deadline (revisit **Grading & Submissions**).
- [ ] **Verify Attendance:** Complete any final attendance reporting required by the college or the high school.
- [ ] **Resource Recovery:** Return or secure all equipment, keys, and instructional materials to the high school or department.
- [ ] **Final Referrals:** Ensure any unresolved student concerns (academic or behavioral) are handed off to the Early College Counselor.
- [ ] **Program Feedback:** Provide feedback to Early College leadership regarding site operations or scheduling to help improve future terms.

Safety, Emergencies, & Mandated Reporting

When teaching on a high school campus, you are responsible for following Department of Education (DOE) safety protocols. You must familiarize yourself with these site-specific procedures before your first class meeting.

Site-Based Safety Protocols

Prior to instruction, walk the site and confirm the following with your High School Early Coordinator:

- **Evacuation & Lockdown:** Know your primary evacuation routes, assembly locations, and "Shelter-in-Place" or lockdown procedures.
- **Emergency Contacts:** Identify how to contact the main office and on-site security immediately.
- **Health Services:** Locate the school health office/nurse and clarify the site-specific procedures for contacting 911.

Mandated Reporting Requirements

As an instructor, you are a **Mandated Reporter** under Hawai‘i State law. If you have reason to believe a student is experiencing abuse, neglect, a risk of self-harm, or any other threat to their well-being, you are legally required to report it.

- **Do Not Investigate:** Your role is to report, not to verify or investigate.
- **Follow Protocol:** Use the established reporting channels and coordinate immediately with the CARE Team and the High School Early College Coordinator.

- **Confidentiality:** While you must maintain student privacy, mandated reporting requirements override standard FERPA privacy rules when a student's safety is at risk.

Immediate Emergency Response

In any situation involving an immediate threat to life or safety:

1. **Act Immediately:** Call **911** and follow the high school's emergency protocols.
2. **Secure the Scene:** Follow the guidance of on-site administrators and security.
3. **Notify Leadership:** Once the immediate danger has passed, notify both **Early College leadership** and the **high school administration** to ensure coordinated documentation and follow-up.

Insight to Roles & Involvement

The Early College Program at Hawai'i Community College relies on a multi-institutional partnership between the college, high schools and the Department of Education (DOE). Success depends on clear involvement across these key roles.

College Leadership & Academic Quality

- **Dean of Liberal Arts (Academic Lead):** Primary liaison for DOE partners; oversees program policy, accreditation, and high-level course coordination.
- **Department Chairs & Dean of Career Technical Education (CTE):** Work alongside the Dean of Liberal Arts accrediting course offerings, assign instructors, and ensure Early College classes meet the same academic standards as on-campus courses.

Program Operations & Support

- **Early College Counselors:** The navigators. They guide students through admissions, placement, and registration, while troubleshooting enrollment hurdles.
- **Admin & Fiscal Support Specialist (APT):** The logistical hub. Handles the "day-to-day" including high school communications, scheduling, application tracking, and event organization.
- **Registrar / Academic Support:** The record-keepers. They manage the technical side of enrollment and ensure student data privacy and policy compliance.

High School Partners

- **Principal (or Designee):** The site authority. Authorizes the program at the school and ensures facilities and technology are ready for college-level learning.
- **High School Early College Coordinator:** The primary site contact. Recruits students, assists with applications, identifies areas of disconnect between students, families and

Hawai‘i Community College personnel, and monitors student progress through the course.

Instruction & Student Success

- **Instructors:** Responsible for delivering the course, maintaining academic rigor, submitting grades, and coordinating site-specific logistics.
- **Students:** Responsible for managing their UH system access, attending class, and proactively communicating with instructors.

Quick Coordination Guide

Use this table to identify who to contact based on the issue at hand:

If you need help with...	**Reach out to...**
High-level partnerships / UH policies	**Dean of Liberal Arts** **Jace Saplan** Email: jsaplan@hawaii.edu
Admissions, placement, & advising	**Early College Counselor** **Glen-Dee Kaufmann (East Schools)** Email: gkuwaye@hawaii.edu **Precious Mae Atendido (West Schools)** Email: pmalejo@hawaii.edu **Pearla Haalilio** Email: haalilio@hawaii.edu

If you need help with...	Reach out to...
Daily logistics & scheduling status	**Admin & Fiscal Support (APT)** **George Lopez-Vargas** Email: georgelv@hawaii.edu
Syllabi & instructor assignments	**Department Chair** ● **Drew Kapp** Email: dkapp@hawaii.edu ● **Sharon Dansereau** Email: sdansere@hawaii.edu ● **Ku‘ulei Kanahele** Email: kuuhk@hawaii.edu ● **Orlo Steele** Email: orlo@hawaii.edu ● **Luria Namba** Email: namba8@hawaii.edu
Site facilities & DOE compliance	**HS Principal / Designee**
On-site student recruitment & tracking	**HS EC Coordinator** HS Contact List
Course delivery & grading	**Instructor**

If you need help with...	Reach out to...
Transcripts & official records	Registrar https://hawaii.hawaii.edu/admissions

Appendix A. Updated Early College Instructor Success Checklist

Phase 1: Administrative Launch (Weeks -4 to -2)

- [ ] **DOE Clearance:** Complete and verify your Department of Education background check (required before entering any high school campus).
- [ ] **System Access:** Confirm login functionality for **UH email**, **Lamakū**, **STAR**, and **Banner**.
- [ ] **Syllabus Submission:** Submit your syllabus—including all **Mandatory Institutional Statements** (Title IX, FERPA, etc.)—to your Department Chair by the deadline .
- [ ] **Site Logistics:** Coordinate with your High School Coordinator to confirm parking, daily sign-in, and classroom key procedures.

Phase 2: Final Prep & Day One (Week -1 to Day 1)

- [ ] **Material Verification:** Physically or virtually confirm that all textbooks/OER materials are accessible to students.
- [ ] **Tech & Connectivity Check:** Test the high school Wi-Fi and verify that necessary academic databases are not blocked by the school firewall.
- [ ] **Safety Walkthrough:** Locate evacuation routes, assembly areas, and identify how to contact on-site security or the health office .
- [ ] **"Three-Point" Contact Save:** Program the contact info for your Dept. Chair, **EC Leadership**, and the **High School Front Office** into your phone for emergency absence reporting .

Phase 3: Mid-Semester Maintenance (Week 2 to Week 10)

- [ ] **Live Gradebook Management:** Update grades in **Lamakū** regularly. Ensure students and high school facilitators know their current academic standing.
- [ ] **Early Intervention:** Identify students with attendance or performance issues and initiate a coordinated "early warning" with the Early College Counselor.
- [ ] **No-Show Reporting:** Complete mandatory attendance/no-show verification in Banner by the college deadline.

Phase 4: Term Wrap-Up (Final Week)

- [ ] **Final Grade Submission:** Enter final grades into **Banner** by the official college deadline to ensure high school graduation and financial aid accuracy.
- [ ] **Resource Recovery:** Return all keys, visitor badges, and instructional equipment to the high school site.
- [ ] **Record Retention:** Secure your gradebook and evaluation documentation for at least one year in case of academic grievances.
- [ ] **Referrals & Feedback:** Hand off any unresolved student concerns to the Early College Counselor and provide program feedback to leadership.

Appendix B: First Week Success Plan (Active Workflow)

Task 1: Setting the "College-Level" Tone

- [ ] **The "Status" Talk:** Explicitly state that this is a **University of Hawai‘i** course. Explain that the grade earned stays on their permanent college transcript forever.
- [ ] **Syllabus Deep-Dive:** Walk through the syllabus as a contract. Highlight the "Last Day to Withdraw" and how it differs from high school drop dates.
- [ ] **Rigor Alignment:** Clearly define what "College-Level" work looks like in your discipline (e.g., amount of reading per week, citation requirements).

Task 2: Establishing Communication & Boundaries

- [ ] **The FERPA Pivot:** Tell students: *"I am your instructor, but you are the primary point of contact. I cannot discuss your grades with your parents."* Explain that they are now the "owner" of their academic record.
- [ ] **Digital Handshake:** Ensure every student can log into **Lamakū** and has sent/received one test email using their **@hawaii.edu** account.
- [ ] **Contact Hours:** Share your response timeline (e.g., "I respond within 24 hours on weekdays").

Task 3: Resource & Tech Verification

- [ ] **Materials Check:** Do a physical or digital "roll call" for textbooks. Identify any student who does not have their book and notify the High School Coordinator immediately.
- [ ] **Firewall Test:** Have students attempt to open a required academic database or video link in class to ensure the school's internet filter doesn't block your curriculum.

Task 4: The Safety Net (Support Services)

- [ ] **The "How to Get Help" Map:** Distribute a 1-page guide or slide showing the difference between the **High School Counselor** (for site issues) and the **Early College Counselor** (for UH issues).
- [ ] **Disability Disclosure:** Remind students that if they need accommodations, they must contact Disability Services directly; high school IEPs do not apply automatically.

Task 5: Participation & Attendance

- [ ] **No-Show Warning:** Explain that missing the first week without communication results in flagging the student as a "No-Show", which can impact their future financial aid.
- [ ] **Late Work Policy:** Contrast the college late-work policy with the high school's policy (which is often more lenient).

Appendix C. Student Support and Referral Guide

Pathway / Office	Purpose	When to Use	Examples	How to Report / Refer
CARE Team (Students of Concern)	Early identification + coordinated support for students in emotional, behavioral, academic, or personal distress.	Concerning behavior impacting wellbeing or academics, no immediate threat.	Sudden absences, concerning communication, grief, housing/food insecurity, escalating behavior.	Submit CARE Report: hawaii.hawaii.edu/careteam "Refer someone to CARE" or email care@hawaii.edu.
Title IX Office	Addresses sex/gender-based discrimination, harassment, assault, dating violence, stalking.	Any disclosure of sexual misconduct, harassment, or gender-based discrimination. Faculty must report.	Student reports harassment, assault, stalking, threatening texts, gender-identity discrimination.	Submit UH Title IX Report: hawaii.edu/titleix/report or contact hawcctix@hawaii.edu, 808-934-2527.
Student Conduct Administrator (SCA)	Handles academic + behavioral misconduct under UH Student Conduct Code.	Behavior that violates conduct policy (not Title IX).	Cheating, plagiarism, threats, fights, vandalism, severe disruptions.	Email hawccsca@hawaii.edu or file online via the Student Conduct Code webpage.

Pathway / Office	Purpose	When to Use	Examples	How to Report / Refer
Campus Security / Emergency Response	Campus safety, emergency response, 24/7 coverage.	Emergencies: immediate threat (call 911). Non-emergencies: urgent safety concerns.	Emergencies: fights, active threats, weapons, medical crises. Non-emergencies: suspicious persons, trespassing, heated conflicts.	Emergencies: 911, then Security. Hilo Emergency: 808-854-1420. Pālamanui Emergency: 808-640-6515. Non-Emergency: Hilo 808-934-2760; Pālamanui 808-969-8874.
Disability Services (DSSO)	Ensures ADA/504 access; provides accommodations.	Student discloses disability, chronic condition, or requests accommodations.	Needs extra time, accessible furniture, learning/mental health disability, mobility concerns.	Refer to hawaii.hawaii.edu/dsso, email hawccds@hawaii.edu, or call 808-934-2825.
The Learning Center (TLC)	Academic tutoring, writing/math support, study skills, test proctoring.	Student struggling academically or needing skill-building.	Missing assignments, weak writing, confusion with reading/concepts, poor study habits.	Hilo TLC: 808-934-2530. Pālamanui Library & Learning Center: 808-969-8830. Website: hawaii.hawaii.edu/tlc.

Appendix E. School Site Logistics and Contacts (Hawai‘i Island)

Hilo High School

- **Contact:** Kellie Frias | kellie.frias@k12.hi.us | (808) 313-5534
- **Main Office:** (808) 313-5500
- **Address:** 556 Waianuenue Avenue, Hilo, HI 96720
- **Parking:** Visitor stalls along fence facing Waianuenue Ave
- **Classroom:** N-102 (unless otherwise specified)
- **Sign-in:** ID provided; no daily sign-in required
- **Notes:** Grade checks requested periodically

Kanu o Ka ʻĀina Public Charter School

- **Contact:** Travis Martinson | travism@kalo.org
- **Main Office:** (808) 890-8144
- **Address:** 64-1043 Hiiaka St, Waimea, HI 96743
- **Parking:** Unmarked stalls
- **Sign-in:** Main Office
- **Notes:** Grade checks requested periodically

Keaʻau High School

- **Contact:** Cynthia Yamamoto | cynthia.yamamoto@k12.hi.us | (808) 313-3442
- **Main Office:** (808) 313-3302 | Tech: (808) 313-3411
- **Address:** 16-725 Keaʻau-Pāhoa Rd, Keaʻau, HI 96749
- **Parking:** Visitor stalls
- **Classroom:** H-102 (unless otherwise specified)
- **Sign-in:** Daily check-in required for key
- **Notes:** Grade checks requested periodically

Kealakehe High School

- **Contact:** Melita Cary | melita.cary@k12.hi.us
- **Principle:** Kori Takaki | kori.takai@k12.hi.us
- **Main Office:** (808) 313-3600
- **Address:** 74-5000 Puohulihuli St, Kailua-Kona, HI 96740
- **Parking:** Front of Main Office or bottom lot
- **Sign-in:** Main Office
- **Notes:** Grade checks requested periodically

Kohala High School

- **Contact:** Brooke DeLuz | brooke.deluz@k12.hi.us

- **Main Office:** (808) 889-7117
- **Address:** 54-3611 Akoni Pule Hwy, Kohala, HI 96755
- **Parking:** Unmarked stalls fronting Main Office
- **Sign-in:** Main Office
- **Notes:** Grade checks requested periodically

Konawaena High School

- **Contact:** Ihilani Victor| ihilani.victor@k12.hi.us
- **Main Office:** (808) 323-4500
- **Address:** 81-1043 Konawaena School Rd, Kealakekua, HI 96750
- **Parking:** Unmarked stalls (front or upper lot)
- **Sign-in:** Main Office
- **Notes:** Grade checks requested periodically

Pāhoa High School

- **Contact:** Mailei Bumanglag | mailei.bumanglag@k12.hi.us
- **Main Office:** (808) 313-4300
- **Address:** 15-3038 Pāhoa Village Rd, Pāhoa, HI 96778
- **Parking:** Visitor stalls
- **Classroom:** U-101 (unless otherwise specified)
- **Sign-in:** Daily check-in required
- **Notes:** Grade checks requested periodically

Waiākea High School

- **Contact:** Zaida Igawa | zaida.igawa@k12.hi.us | (808) 392-3792
- **Main Office:** (808) 974-4888
- **Address:** 155 W. Kawili St, Hilo, HI 96720
- **Parking:** Visitor stalls
- **Classroom:** Building C (unless otherwise specified)
- **Sign-in:** Daily check-in required
- **Notes:** Grade checks requested periodically