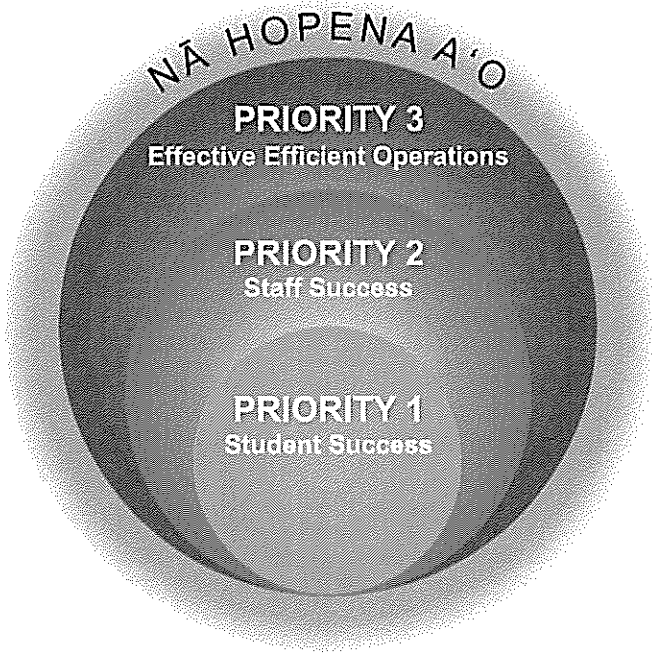




Kapolei High School Academic Plan SY 2024-2025

91-5007 Kapolei Parkway, Kapolei HI. 96707
(808) 305-8000
www.kapoleihigh.org



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Wesley Shinkawa	
	03/28/2024

Approved by Complex Area Superintendent Sean Tajima	
	APR 02 2024



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 9-10/ ELA	Expository Reading and Writing Curriculum (ERWC)	n/a		
Grade 11-12/ELA	Expository Reading and Writing Curriculum (ERWC)	n/a		
Algebra I	n/a	HIDOE Algebra I		
Algebra II	n/a	HIDOE Algebra II		
Geometry	n/a	HIDOE Geometry		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.



To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
9th ELA	IAB ▾	Select One ▾
9th Geometry	Select One ▾	iXL ▾
IDEA	STAR ▾	STAR ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2017, Next Full Self-Study: 2024
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

Student Need: Improve student sense of belonging and safety

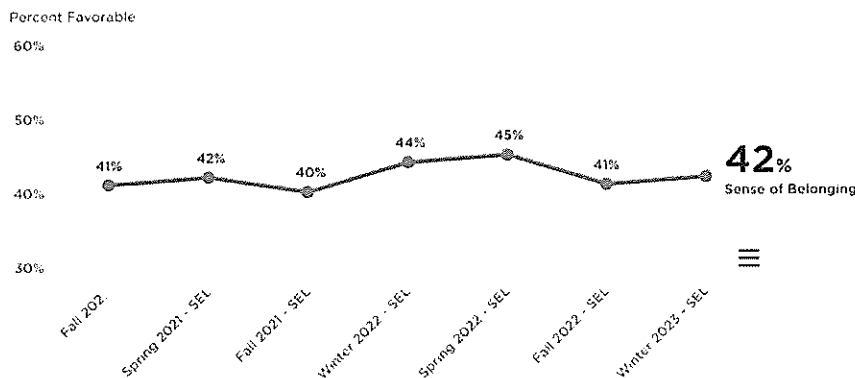
1

Sense of Belonging

Based on 1,455 responses

How much students feel that they are valued members of the school community.

How have results changed over time?



How did students respond to each question?

Sorted by Survey order - First to last

QUESTION	Percentage	Change	Icon
How well do people at your school understand you as a person?	36% responded favorably	▲ 3 from Fall 2022 - SEL	🔖
How connected do you feel to the adults at your school?	37% responded favorably	▲ 5 from Fall 2022 - SEL	🔖
How much respect do students in your school show you?	54% responded favorably	▼ 1 from Fall 2022 - SEL	🔖
How much do you matter to others at this school?	38% responded favorably	▲ 2 from Fall 2022 - SEL	🔖
Overall, how much do you feel like you belong at your school?	46% responded favorably	▼ 1 from Fall 2022 - SEL	🔖



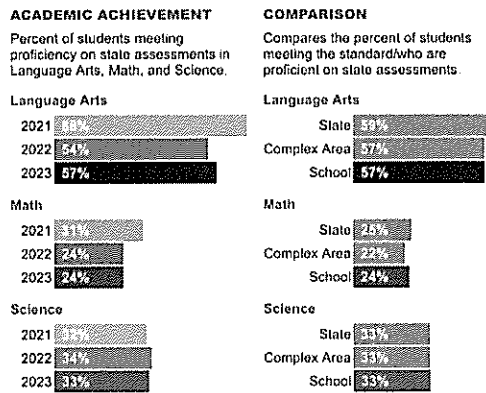
SQS Summary Table

Dimension	Group		Percent (%) Response			
			Average (5-1)	Positive (> 3.0)	Neutral (= 3.0)	Negative (< 3.0)
A. Safety	Students	High	3.4	48.7%	39%	12.2%
	Parents		3.7	68%	20.5%	11.3%
	Teachers		3.6	64.3%	18.2%	17.3%
B. Well-Being	Students	High	--	--	--	--
	Parents		3.9	78.7%	17.2%	3.9%
	Teachers		3.9	77%	12.5%	10.3%

Root/Contributing cause(s):

1a: KHS needs to provide instruction and support for students to take ownership of Social Emotional Learning (SEL) strategies and build relationships across campus.

2 Student Need: Improve academic achievement across content areas.



Root/Contributing cause(s):

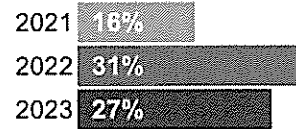
2a: KHS needs to provide conditions to measure impact of curriculum and pedagogy to address student needs.

3 **Student Need:** Improve daily attendance rate.

CHRONIC ABSENTEEISM

Percent of students absent 15 or more days during the school year.

School



Current average daily attendance rate is 91.6% as of 02.26.24

Root/Contributing cause(s):

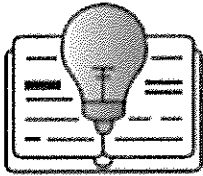
3a: KHS needs to utilize high impact instructional strategies to promote student engagement.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- 1 **Targeted Subgroup:** Special Education
Identified Student Need(s): Increase ELA, Math, and Science proficiency. Decrease ELA, Math, and Science gap rate.
- 2 **Targeted Subgroup:** English Learners
Identified Student Need(s): Increase ELA, Math, and Science proficiency. Decrease ELA, Math, and Science gap rate.
- 3 **Targeted Subgroup:** Native Hawaiian students
Identified Student Need(s): Improved attendance. Decrease in behavior referrals.



Priority 1

High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
--	--	--	--	--



One-Year Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

2A

EA 1.1.4 (1) Kapolei High School (KHS) will refine data-driven instructional cycles (DDIC) to monitor the impact of instruction and student progress toward applicable state standards.

EA 1.1.4 (2) KHS will utilize an academic review team (i.e., Leadership Team) to analyze school-wide data to monitor the impact of the instructional programs in school.

EA 1.1.4 (3) KHS will utilize Department Action Plans to support students' academic development through their learning progression (i.e. high impact engagement strategies, common assessments, levels of rigor, etc.).

Accountable lead(s):

- Data Team Leads
- ART members

Standardized assessments

DDIC Tracking Sheets

Walkthrough tools

ART Meeting Minutes

Department Action Plans

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: Department of Defense Education Activity (DODEA), \$
- Other: CDC, \$



One-Year Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

2A

EA 1.1.5 (1) KHS will provide opportunities for professional collaboration with our feeder middle schoolers to articulate vertically.

EA 1.1.5 (2) KHS will provide registration information to incoming 9th graders through sessions with feeder middle schools.

EA 1.1.5 (3) KHS will provide a Transition to High School course for all freshmen to provide needed skills and support for all 9th graders.

EA 1.1.5 (4) KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshman students to build on their math skills prior to the start of school through Mindset Mathematics Academy.

EA 1.1.5 (5) KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshman students to build their literacy skills through our Summer Bridge program.

EA 1.1.5 (6) KHS will collaborate with feeder elementary schools and middle schools to provide career exposure opportunities to students through career days and presentations.

Accountable lead(s):

- Freshman Academy and Hoola Academy leads
- Instructional coaches

PC Day Agenda

Registration Night Agenda

On-time 9th Grade promotion rate to 10th Grade

Scope and sequence for Transitions to High School course

Summer Math program data

Summer Literacy program data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: CLSD, \$
- Grant: ESSR \$
- Other: ALPSS \$



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to attend school regularly.</p> <p><i>Required for all schools.</i></p>	3A	<p>EA 1.2.1 (1) KHS will create an SEL Committee under the umbrella of the Kapolei Multi-Tier System of Support (KMTSS) focused on increasing staff and student well-being, community, and social-emotional learning.</p> <p>EA 1.2.1 (2) KHS will plan authentic, career-focused learning experiences to engage students' interests.</p> <p>EA 1.2.1 (3) Each academy will implement the progressive school wide attendance support protocols.</p> <p>Accountable Leads: Academy leads and counselors, Department Heads</p>	<p>Daily attendance rates</p> <p>SEL Committee Agenda/Notes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



One-Year Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

1A

EA 1.2.2 (1) KHS will create a SEL Committee under the umbrella of KMTSS focused on increasing staff and student well-being, community, and social-emotional learning.

EA 1.2.2 (2) All students will receive social and emotional learning opportunities through their advisory classes.

Accountable Leads: KMTSS teams, SEL Committee leads, advisory teachers, Counseling Department, Student Activities Coordinator (SAC)

SEL Committee notes

Panorama Survey Results

SQS results

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Required for all schools.

1.2.3. All students experience a Nā Hopena A'o environment for learning.

1A

EA 1.2.3 (1) KHS will continue to familiarize staff members with the Nā Hopena A'o outcomes.

EA 1.2.3 (2) KHS staff will appropriately incorporate Nā Hopena A'o strategies, including implementing a schoolwide focus on a specific outcome for the year.

Accountable Leads: Counseling Department, KMTSS team

PONI PLCs/PDs

Student Support Logs and Meetings

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Required for all schools.



★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in various career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2A, 3A</p>	<p>EA 1.3.1 (1) KHS will utilize Academy and Department Action Plans to support career, community, and civic opportunities.</p> <p>EA 1.3.1(2) KHS will increase the number of students who obtain Industry Valued Certifications (IVC) and access Work-Based learning opportunities (ex: HOSA, CTSO, SkillsUSA, FCCLA, etc).</p> <p>Accountable lead(s): Academy leads, Academy Director, CTE Coordinator</p>	<p>Increased percentage of students who earn IVC</p> <p>Percentage of graduates who earn CTE completer diplomas</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: Perkins, \$</p>



K-12 Alignment

2A

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

EA 1.3.2 (1) KHS will continue to build our vertical alignment with our feeder middle schools to ensure students are set up for success.

EA 1.3.2 (2) KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshman students to build on their math skills prior to the start of school through Mindset Mathematics Summer Academy (MMSA).

EA 1.3.2 (3) KHS will collaborate with other department stakeholders to provide summer opportunities for incoming freshman students to build their literacy skills through our Summer Bridge program.

EA 1.3.2 (4) KHS will continue to maintain a school-wide system that supports an Academy structure for students to receive exposure to career pathways.

Accountable lead(s): Academy Director, Instructional coaches

KHS Planning & Collaboration Day Agenda and Notes

Summer Math program data

Summer Literacy program data

Academy Action Plans

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: CLSD, \$
- Other:ESSR, \$



One-Year Academic Plan SY 2024-2025

1.3.3. All students graduate high school with a personal plan for their future.

2A

EA 1.3.3 (1) 100% of students will complete a Personal Transition Plan (PTP) during their senior year with the support of a KHS staff member.

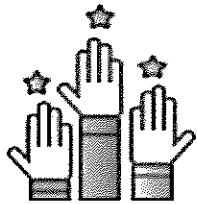
EA 1.3.3 (2) 100% of seniors will receive individual feedback and consultation from a KHS staff member regarding their Personal Transition Plan.

EA 1.3.3 (3) KHS will reevaluate the profile of a Kapolei Graduate and determine what revisions may be needed to reflect student goals better.

Accountable leads: Advisory teachers

100% of graduating seniors will complete a PTP

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



Priority 2 High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
 ★ All schools are staffed by effective support staff.
 ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2.1 Provide teachers with opportunities for professional development training that helps to increase their effectiveness and compensation by advancing them to the new class included in the teachers' salary	2A, 3A	EA 2.1.2.1 (1) All certificated staff will receive training around research-based practices to improve collective teacher efficacy. Topics may include improving rigor, standards-based grading, social-emotional learning instruction, student engagement, and school safety. Accountable Leads: Instructional Coaches, Department Heads, KHS Administration	Feedback forms on the professional development Teacher Survey	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:DODEA, \$ <input checked="" type="checkbox"/> Other: CDC, \$



schedule (SY 2023-24).

2.1.2.2: Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers.

2A

EA 2.1.2 (1) 100% of beginning teachers and teachers new to KHS will receive induction and/or mentoring support

EA 2.1.2 (2) 100% of teachers new to Kapolei High School will be inducted into the school culture, which includes school design, beliefs, practices, and schoolwide foci.

Accountable Leads: Instructional Coaches

Beginning Teachers Mentor Pairing List sent to CK District

Teacher Surveys

Kiano Report

Feedback forms on the professional development Teacher Survey

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$

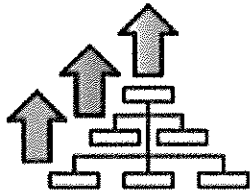
2.2.2: All school support staff are effective or receive the necessary support to become effective.

1A, 2A, 3A

EA 2.1.2.1 (1) All classified staff will receive training around research-based practices to improve collective efficacy. Topics may include improving rigor, standards-based grading, social-emotional learning instruction, student engagement, and school safety.

Accountable Leads: Instructional Coaches, Department Heads, KHS Administration

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:DODEA, \$
- Other:CDC, \$



Priority 3 Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible for overseeing and monitoring implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	2A	EA 3.3.1 (1) KHS will continue to build partnerships to represent all stakeholder groups within the School Community Council's (SCC) membership. EA 3.3.1 (2) SCC meetings will be conducted quarterly to discuss school activities, proposed actions, and community interest items. Accountable Leads: KHS Principal, Parent-Community Networking Center (PCNC) Coordinator, School Community Council Chairperson	School Community Council membership list Quarterly SCC meeting minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible for overseeing and monitoring implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2: All families and staff can easily learn about and participate in feedback processes that inform decision-making at the school, complex area, and state levels.	2A	<p>EA 3.3.2 (1) KHS will continue to develop their Academy Advisory Boards, which will incorporate both family and community members to participate in the processes that inform decision-making for each pathway.</p> <p>EA 3.3.2 (2) SCC meetings will be conducted quarterly to discuss school activities, proposed actions, and community interest items.</p> <p>Accountable Leads: Academy Director, KHS Academy Staff</p>	<p>Advisory Board Agendas</p> <p>Advisory Board Bylaws</p> <p>Community Newsletters</p> <p>SCC Meeting Minutes</p> <p>SQS Survey Results</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.3. All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	1A, 2A	EA 3.3.3 (1) KHS will use the school website to inform stakeholders of KHS processes, and DOE policies, and provide points of contact for concerns. EA 3.3.3 (2) 100% of KHS teachers and counselors will communicate with families regarding student updates. Accountable leads: KHS Administration, KHS teachers and counselors	KHS Website Student Support Logs	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Kapolei High School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1080

Did your school submit an SCC Waiver Request Form? Please explain.

No, KHS Bell Schedule meets all HRS and CBA requirements

Bell Schedule: [KHS Bell Schedule](#)