



Kahuku Elementary Academic Plan SY 2026-2027

- ☒ Title I School
☐ Non-Title 1 School

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<https://www.kahukuelementary.org>

Submitted by Principal Ikaika Plunkett	
	Apr 15, 2026

Approved by Complex Area Superintendent Sam Izumi	
	Apr 15, 2026

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

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 17

 ★ GOAL 1.1..... 7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2.....14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K, 2, 3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
1 G	Bookworms ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
1 R	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
4	Teacher Created ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
5	Bookworms ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
6 T	Teacher Created ▾	i-Ready Classroom Mathematics ▾	District Resources and Amplify Science	HMH World Civilizations
6 S	Teacher Created ▾	i-Ready Classroom Mathematics ▾	District Resources and Amplify Science	HMH World Civilizations

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K	Orton Gillingham, Heidi Songs, Heggerty, mClass Intervention, Lexia, iReady Reading, TPT GRowing Writers, IXL, mClass Intervention, UFLI	iReady Math, GimKit	Teacher Created	
1	Heggerty, mClass Intervention, Lexia	iReady Math		
2	mClass Intervention, Lexia, UFLI	Reflex Math, iReady Math		
3	iReady Reading, IXL, mClass Intervention	Reflex Math, Frax Math, iReady Math		
4	iReady Reading, IXL, mClass Intervention	Reflex Math, iReady Math		
5	mClass Intervention, Class Novels.	Reflex Math, Math Certification, Frax Math		

	iReady Reading, IXL			
6	Novel Studies, mClass Intervention, Power Up, Writing Workshop, Teacher Made, Get Epic,	Math Certification, Acadience, Frax Math and Reflex Math, IXL, m		Google Maps Youtube

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾
K-6	DIBELS ▾	Acadience ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama
 ☐ School-created template
 ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2025

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Academic Proficiency and Achievement Gaps - Increase proficiency in LA and Math (Math & Science below 40%), and reduce the achievement gap for High-Needs students (especially in LA, 26 points). <u>Root/Contributing Cause:</u> Instructional Fragmentation, Specialized Support, Data Gaps, and External Pressures • A lack of schoolwide curriculum coherence has led to inconsistent instructional alignment in both LA and Math. The inconsistency contributes to the increase in learning gaps as students transition between grades. • Lack of specialized support because we don't have a coherent, state-approved curriculum used with fidelity, thus it is difficult to provide specific support, specialized strategies, and explicit instruction needed for our High-Needs and struggling (i.e., economically disadvantaged) students. • Data Gaps - Because the viable curriculum is used inconsistently, the resulting diagnostic data may not be accurate. This makes it difficult for leadership and teachers to precisely identify student learning gaps or measure the effectiveness of Tier 1 instruction.
2	<u>Student Need:</u> Professional Culture and Faculty Morale. Improve professionalism, trust, and morale to ensure all staff are empowered to implement schoolwide curricula and systems with high fidelity. <u>Root/Contributing Cause:</u> Leadership Accountability and Ineffective Communications

	• There is a breakdown in administrative follow through regarding instructional expectations and behavioral incidents. This has led to an operational disconnect where agreed upon schoolwide systems (viable curriculum & Ch. 19 Incidents) are not consistently implemented, monitored, or communicated effectively. • High relational trust (91%) exists, but the lack of schoolwide expectations consistency (i.e., student discipline & curriculum fidelity) has led to frustration, stress, and lowered faculty morale. • Rising behavioral incidents (from 154 to 191), specifically in non-classroom locations, negatively impacted the overall professional environment. • An operational disconnect where staff feel limited in “teacher voice,” and a lack of closed-loop communication and limited opportunities for representative decision-making.
3	<u>Student Need:</u> Demographic Pressures and Student Stability - Increase the regular attendance rate (currently 75%) and decrease morning tardiness to ensure students are present and ready for instructional routines. <u>Root/Contributing Cause:</u> Demographic Pressures and Student Readiness • 66% of students identified as economically disadvantaged. Families face demographic and economic pressures that contribute to chronic absenteeism and summer learning loss. • Frequent tardiness and inconsistent attendance are disruptions of daily instruction, making it difficult for students to achieve mastery of core content learning. • Rising behavioral incidents occurring outside of the classroom create environmental stress for vulnerable students, which can negatively impact their sense of safety and regular school attendance.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> High-Needs Students (Students with Disabilities, i.e., SpEd, 504) <u>Identified Student Need(s):</u> Explicit instruction and a coherent, viable curriculum to eliminate instructional fragmentation and ensure they receive instructional rigor.
2	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> Comprises 66% of our student body, and is the primary driver of our school's demographic pressures. Specifically, mitigation of summer learning loss and support for attendance and tardiness. Because economic vulnerability impacts readiness to learn, they need consistent, predictable schoolwide routines and supplemental resources to bridge the gap between home and school.
3	<u>Targeted Subgroup:</u> Students Below Grade Level (Math). Proficiency below 40% in these two subjects indicates that a large portion of the general population is performing below grade level. <u>Identified Student Need(s):</u> Curricular coherence and instructional alignment are needed. Inconsistent use of the viable math curriculum results in students missing foundational concepts. They need a guaranteed and viable curriculum with high fidelity implementation to ensure vertical growth.



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 Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).	All kindergarten students are assessed for social, emotional, and academic readiness. Academic Coach and kindergarten team meet weekly to track and target skill progression for all kindergarten students. SW6	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: ☒ WSF ☐ Title I



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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teachers to articulate and collaborate on improving instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so that staff increase their effectiveness.	All CK schools implement an ELA Academic RTI system that includes: • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction. • mClass Intervention lessons • Regular progress monitoring • Data driven, decision making during weekly PLC meetings. • Professional development focused on strengthening teachers' capacity to implement positive behavior management, foster respectful teacher-student interactions, and create safe, inclusive, and supportive learning environments. Po'okumu & Academic Coach SW6	iReady Universal Screener mCLASS DIBELS Quarterly Progress Reports for High-needs students	See Financial Plan for amounts: ☒ WSF ☒ Title I



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so that staff increase their effectiveness.	All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Acadience Math Assessment • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making • Professional Development to address teachers' learning needs Po'okumu & Academic Coach SW6	iReady Universal Screener Acadience Quarterly Progress Reports for High-needs students	See Financial Plan for amounts: ☒ WSF ☒ Title I



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Complex Area Plan: There is a need for K-12 alignment. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students, and students with disabilities (SY2023-24).	All CK schools will: • Participate in the CK EL Success Plan Design Team Meetings • Implement one high-leverage strategy for each CK EL Success Plan goal EL Coordinator/Teacher SW6	ELL Theory of Action Plan	See Financial Plan for amounts: ☒ WSF ☐ Title I
		All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). SSC & Po'okumu SW6	Quarterly Goalbook usage report	See Financial Plan for amounts: ☒ WSF ☒ SPPA ☐ Title I



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 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.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. Po'okumu SW6	Quarterly check against Portrait of Kahuku Elementary School Graduate Profile	See Financial Plan for amounts: ☒ WSF ☐ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly.	Widening gap in Regular attendance (73% for High-needs vs. 80% for Non-High needs)	Refine and implement the attendance policy and provide early intervention. - Monthly attendance, upper and lower grade level classroom recognition. - Define and implement schoolwide PBIS and HMTSS. Counselor & Po'okumu SW6	Infinite Campus. Lei Kulia. Panorama. PBIS/HMTSS committee minutes.	See Financial Plan for amounts: ☒ WSF ☐ Title I
1.2.2. All students demonstrate positive behaviors at school.	Rise in disciplinary incidents from 15 to 191 over three years. Incidents are disproportionately concentrated among male students	Refine and consistently implement our schoolwide PBIS & HMTSS. - Implement schoolwide expectations: Aloha Always Wins. - Provide students with Choose Aloha lessons in their general education classroom weekly. - All faculty and staff implement the Choose Aloha tickets and reward system. Vice Principal SW6	Infinite Campus. Panorama. Lei Kulia. Choose Aloha tickets.	See Financial Plan for amounts: ☐ WSF ☐ Title I



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 Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
2.1.1. All staff operate within a professional culture characterized by high relational trust, transparent communication, and opportunities for shared decision-making.	Staff perceive a lack of "teacher voice" and limited opportunities for representative, closed-loop decision-making.	Committees meet regularly in groups of stakeholders that discuss PBIS, Curriculum, Instructional Strategies, and Assessment. Professional Development will be provided with the intent of raising the level of professionalism. New School Leadership Team structure and membership Po'okumu SW6	Committee minutes PD Agenda Learning Walks Leadership Agenda and Minutes	See Financial Plan for amounts: ☒ WSF ☐ Title I
2.1.2. All staff and administrators implement schoolwide instructional and behavioral systems with consistency and high fidelity.	Inconsistent administrative follow-through and monitoring of schoolwide systems creates a gap between relational trust and operational reality.	Professional Development to align instructional staff with Complex Area and school-specific teaching expectations. Professional development focused on building teachers' skills in culturally responsive and positive behavioral management strategies in the classroom. This includes training in approaches such as Positive Discipline and/or Conscious Discipline, restorative practices, trauma-informed practices, and social-emotional learning. Emphasis is placed on respectful communication, de-escalation strategies, and fostering a	PD Agenda Learning Walks Learning Walk form Weekly adult monitor meetings	See Financial Plan for amounts: ☒ WSF ☐ Title I



PRIORITY 2: High-Quality Educator Workforce In All Schools

		classroom environment free from harmful, punitive, or demeaning interactions. The goal is to ensure all students feel safe, supported, and empowered to engage and succeed. "Learning Walks" Non-evaluative, where administrators observe instructional strategies (Explicit Instruction and Mathematical Discourse) and classroom management strategies. Implement 'Aloha Always Wins' schoolwide behavioral expectations with high fidelity, supported by PBIS Committee oversight and standardized training for all adult supervisors. Vice Principal SW6	PBIS Committee minutes Choose Love Ticket System	
2.1.3. All educators receive timely, administrative follow-through and closed-loop communication regarding instructional expectations and student incidents.	Low faculty morale is attributed to a perceived lack of administrative follow-through and a deficit in consistent accountability systems.	The leadership team will periodically review a sample of "closed-loop communications" to ensure the quality of communication remains high and supportive. Po'okumu SW6	Quarterly Communications Survey about the timeliness and clarity of admin follow-through.	See Financial Plan for amounts: ☒ WSF ☐ Title I
2.1.4. All school settings, including non-classroom locations, are managed through a unified system	Current behavioral strategies are insufficient for	Design and display visual expectation posters for every non-classroom location (e.g., cafeteria, hallways, courtyard) that use student-centered, culturally responsive language to define "safe and productive"	PBIS Committee to analyze referral data to compare the number of	See Financial Plan for amounts: ☒ WSF ☐ Title I



PRIORITY 2: High-Quality Educator Workforce In All Schools

of expectations that ensures a safe and productive professional environment.	the student demographic, particularly in non-classroom times and locations.	behavior. Provide schoolwide training opportunities to implement. Vice Principal & School Counselor SW6	incidents in a specific non-classroom location before the posters/training vs. after.	
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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 Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Po'okumu	Agendas and minutes are posted to the school website. SCC Self-Evaluation Survey.	See Financial Plan for amounts: ☒ WSF ☐ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.2 Inform and Include Community Members, Parents, and Students in the Continuous School Improvement process.	Historically, parent and student involvement has focused on social events rather than a collaborative decision-making or academic goal setting.	The principal will hold a CNA with parents, students, and community members using the CSI process and Lei Kukui. Po'okumu	Meeting Agenda and Results	See Financial Plan for amounts: ☒ WSF ☐ Title I

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kahuku Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures, and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Apr 10, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations. **Cancelled due to school closure.**
 - ☒ Other (list): School Leadership Meeting Mar 25, 2026 ; Committees Meeting March 4, 2026;
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Kahuku Elementary Principal	Signature	Date
Ikaika Plunkett		Apr 10, 2026
SCC Chairperson	Signature	Date

Sunny Unga		Apr 10, 2026
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SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		
N/A		
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
Professional development focused on building teachers' skills in culturally responsive and positive behavioral management strategies in the classroom. This includes training in approaches such as Positive Discipline and/or Conscious Discipline, restorative practices, trauma-informed practices, and social-emotional learning. Emphasis is placed on respectful communication, de-escalation strategies, and fostering a classroom environment free from harmful, punitive, or demeaning interactions. The goal is to ensure all students feel safe, supported, and empowered to engage and succeed.

Attested:

SCC Chairperson	Signature	Date
Sunny Unga		Apr 13, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

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)	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement

Kahuku Elementary Bell Schedule: Kahuku Elementary School; 2026-2027 Bell Schedule

Time	Event
7:55 - 9:25 am	Instruction for all
9:25 - 9:40 am	Grades K-3 AM Recess K at Pirate Ship 1st Semester
9:50 - 10:05 am	Grades 4-6 AM Recess
10:05 - 10:40 am	Instruction for all
10:40 - 11:10 am	Lunch Grades K-1 K comes to the cafe at 10:30 am
11:10 - 11:25 am	Grades K-1 Lunch Recess - K at Pirate Ship 1st Semester 1 at the District Park Playground
11:10 - 11:40 am	Lunch Grades 2-3



11:40 - 11:55 am	Grades 2-3 Lunch Recess
11:45 am - 12:15 pm	Lunch Grades 4-6
12:15 - 12:30 pm	Grades 4-6 Lunch Recess
12:30 - 2:05 pm *School ends at 12:50 PM on Wednesdays	Instruction for all

Monday, Tuesday, Thursday: 12:35-2:05 pm & Wednesday: 11:30 am - 12:50 pm

<u>Bi-Weekly Specials Rotation</u> [Computers / Fitness, Health, & Wellness] & [Art / Music]			
Specials Week	Grades	SPECIALS	Friday
RED	1, 3, 5	Computers & FHW	Make-ups: 9.5.25, 11.14.25, 1.23.26, 3.27.26
	K, 2, 4, 6	Art & Music	
WHITE	1, 3, 5	Art & Music	
	K, 2, 4, 6	Computers & FHW	

Mon: Grades 1 & 2, Tues: Grades 3 & 4, Wed: Grade K, Thurs: Grades 5 & 6