NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
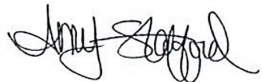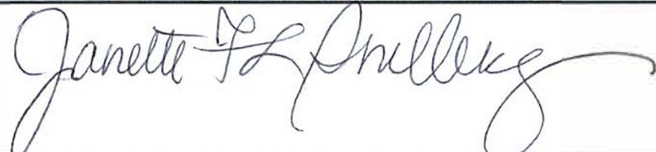High-Quality
Learning For All

Kohala High School
Academic Plan
SY 2025-2026

53-6711 Akoni Pule Highway
808-313-6700
kohalahs.org

☐ Non-Title 1
School
☐ Title 1
School
☐ Kaiapuni School
(Self Contained)
☐ Kaiapuni School
(Shared School Site)

Submitted by Principal Amy Stafford		
		4/5/25

Approved by Complex Area Superintendent Janette Snelling		
		4/14/2025

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

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 <u>comprehensive instructional program(s)</u> 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
Grades 9-12	'22 MyPerspectives ⌄			
Algebra I, Geometry, Algebra II		Other: ⌄ Amplify/Desmos		
US & World History				SAVAAS
Chemistry			Chemistry: Atoms first 2e	

Please list all <u>supplementary instructional materials</u> used to enrich or 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
Grades 9-12	Common Lit			
Algebra I, Geometry, Algebra II		Mathspace		
Science Classes			PhET for schools	
US & World History				Actively Learn

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:

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 <u>screening and/or progress monitoring assessments</u> 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
Grades 9-12	STAR Enterprise ⌄	Mathspace ⌄

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 for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study ˅

Year of Next Action: TBD
Type of Next Action: TBD

Year of Next Self-Study: 2031

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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> Students require a viable, standards based curriculum that aligns with district priorities, incorporates appropriate DOK levels and provides relevant, project based learning experiences connected to sustainability and real world scenarios in core classes. <u>**Root/Contributing Cause:**</u> 1A) Culturally, our students are hands-on learners and need to understand "why" they are doing what they are. 1B) While CTE and work based learning programs are implementing PBL and hands-on learning experiences regularly, core subjects need to integrate more real world applications and project based learning opportunities. 1C) Rubrics and grading expectations need to be consistently implemented and communicated across all subjects.
2	<u>**Student Need:**</u> Students require research based Tier 1 support and data informed interventions to address individual proficiency needs in a timely manner.

Content Area	All Students	EL	SPED	Native Hawaiian
ELA	61%	0%	0%	45.8%
Math	14%	0%	0%	4.1%

| Science | 21% | 0% | 0% | 4.1% |

Root/Contributing Cause:
2A) Planned and intentional differentiation is not consistently observed across the school. Analysis of Professional Learning Team (PLT) agendas suggests limited collaborative inquiry related to questions 3 and 4 of the PLC cycle, which focus on instructional adjustments and results.
2B) Current school-wide performance data reveals a persistent gap in meeting the diverse proficiency needs of *all* learners. This is evidenced by disparities in academic achievement across student subgroups, particularly within Hawaiian, Special Education (SPED) and English Learner (EL) populations.
2C) A more structured system is needed to evaluate instructional effectiveness and student progress across all subjects.

3

Student Need: Students require culturally relevant SEL strategies within classroom instruction so students can strengthen self efficacy and cultivate a belief in their own capabilities.

Panorama SEL Survey Results (Winter 24-25)

How sure are you that you will remember what you learned in your current classes, next year?	33%
How sure are you that you can do the hardest schoolwork that is given to you?	43%
When complicated ideas are discussed in class, how sure are you that you can understand them?	44%

Root/Contributing Cause:
3A) The school needs to provide opportunities for students and parents to learn more about standards based grading to increase understanding of student achievement in relation to academic standards.
3B) A formal process is needed to evaluate the effectiveness of college and career readiness programs in relation to students' postsecondary success.
3C) Need for consistent messaging and application of school values, behavioral expectations and consequences across all classrooms.

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.	
1	**Targeted Subgroup:** English Language Learners **Identified Student Need(s):** Increase proficiency in ELA, Math and Science
2	**Targeted Subgroup:** IDEA **Identified Student Need(s):** Increase proficiency in ELA, Math and Science
3	**Targeted Subgroup:** Native Hawaiians **Identified Student Need(s):** Increase proficiency in ELA, Math and Science

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

Reading Proficiency	1A, 1B, 1C	E.A. 1.1.2 (1) Implement department and/or school wide research based, high impact instructional practices that are aligned to the standards and support all students in all classes.	Classroom walkthrough data	☐ WSF, $

1.1.2 All students read proficiently and those who do not receive necessary support to become proficient.	2A, 2B, 2C	[*Administration, Guiding Coalition, Literacy Team*]
		
		E.A. 1.1.2 (2) Monitor the implementation of grade level, standards based teaching practices
		   a) Align lessons and assessments to CCSS DOK levels
		   b) Differentiate lessons based on readiness levels and other barriers that limit student access to grade level content
		[*Administration, Guiding Coalition, Literacy Team*]
		
		E.A. 1.1.2 (3) Monitor the progress of student achievement on a regular basis through weekly PLT meetings and RISE meetings and adjust instruction for support and/or advancement of learning.
		[*All departments, Grade Level Cohorts, Administration, Literacy Team, Guiding Coalition*]
		
		E.A. 1.1.2 (4) Provide timely and effective support for students who are below proficiency levels based on current data.
		[*All departments, Grade Level Cohorts, Administration, Literacy Team, Guiding Coalition*]
			Universal Screener data
			
			Bi-monthly data team meetings
			
			Unit Plans
			
			GC & PLC agendas and minutes
			
			Kohala High School's ELA SBA proficiency scores will increase to 70%
				☑ Title I, $10,000
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. | 1A, 1B, 1C 2A, 2B, 2C | E.A. 1.1.3 (1) Implement department and/or school wide research based, high impact instructional practices that are aligned to the standards and support all students in all classes. [*Administration, Guiding Coalition, Coaches*]

E.A. 1.1.3 (2) Monitor the implementation of grade level, standards based teaching practices
   c) Align lessons and assessments to CCSS DOK levels
   d) Differentiate lessons based on readiness levels and other barriers that limit student access to grade level content
[*Administration, Guiding Coalition, Coaches*]

E.A. 1.1.3 (3) Monitor the progress of student achievement on a regular basis through weekly PLT meetings and RISE meetings and adjust instruction for support and/or advancement of learning.
[*All departments, Grade Level Cohorts, Administration, Guiding Coalition*]

E.A. 1.1.3 (4) Provide timely and effective support for students who are below proficiency levels based on current data.
[*All departments, Grade Level Cohorts, Administration, Guiding Coalition*] | Classroom walkthrough data

Universal Screener data

Bi-monthly data team meetings

Unit Plans

GC & PLC agendas and minutes

Kohala High School's Math SBA proficiency scores will increase to 40% | ☐ WSF, $
☑ Title I, $20,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1A, 1B, 1C, 3A | E.A. 1.1.4 (1) Design instructional units that require students to spend the majority of the class engaging in discourse that is focused on the academic content. [*Literacy Team, Guiding Coalition*]

E.A. 1.1.4 (2) Clearly explain ELD programming and schoolwide academic expectations to families [*Administration, Community School Coordinator, EL Teacher, EL Coordinator, Registrar, Counselor*]

E.A. 1.1.4 (3) Provide comprehensive, grade-specific informational nights for families annually, including sharing information about standards based grading to increase understanding of student achievement in relation to academic standards.
[*Literacy Team, Guiding Coalition, Registrar, Administration, Community School Coordinator*] | Classroom walkthrough data

District walkthrough data

Based on quarterly classroom walkthrough data, EL students will be engaged in academic discourse 80% of class time. | ☑ WSF, $4,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | 1C, 3A, 3C | E.A. 1.1.5 (1) Provide incoming freshmen with activities, programs and classes that support a successful transition to high school.

  a) Provide a summer bridge program that introduces students to the high school Academy pathways and core content
  b) Conduct a 2 day freshman kick off during the summer to provide a time of bonding with classmates, meet school staff, tour the campus and learn more about high school expectations for learning and behavior
  c) Provide a freshman orientation night for students and their families to share information about high school programs and requirements and tour the school
  d) Implement a curriculum in Transition to HS classes that provides organizational, emotional and academic support while students learn more about themselves, their interests and their challenges.

[*Transition to HS teacher, counselor, registrar, District RT*]

E.A. 1.1.5 (2) Provide comprehensive, grade-specific informational nights for families annually, ensuring successful student transitions and postsecondary preparedness at all high school levels.

[*Literacy Team, Guiding Coalition, Registrar, Administration, Community School Coordinator*] | Report card grades

RISE Meeting minutes

Grade Level Cohort Meeting minutes

Weekly PLT meeting agendas and minutes

80% of 9th grade students/families at Kohala HS will attend freshman kick off or freshman orientation with 98% or more of our freshmen being promoted to 10th grade on time. | ☑ WSF, $4,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: Summer Programs $32,000 |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.2.1. All students desire to and attend school regularly.	1B, 3C	E.A. 1.2.1 (1) Implement effective Tier 1 instructional and behavioral strategies that support an increase in students' desire to come to school.
		  a) Build and sustain strong student/teacher relationships
		  b) Provide real world, hands on and culturally relevant learning opportunities in classes
		  c) Consistent implementation of schoolwide learning and behavioral expectations so all students feel safe on campus
		[*Administration*]
		
		E.A. 1.2.1 (2) Increase club, sport and student activities to support connections to school and increase students' sense of belonging.
		[*Administration, Academy Coordinator, Registrar*]
			RISE Meeting minutes
			
			Daily Attendance rate
			
			Classroom walkthroughs
			
			SQS perceptual and SEL surveys
			
			At the end of the 25-26 school year, the school's daily attendance rate will be 95% or better.
				☑ WSF, $5,000
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school.	1C, 3C	E.A. 1.2.2 (1) Consistently teach and reinforce schoolwide behaviors that align with the schools learning agreements, values and the RISE behavior matrix. [*Administration, Counselor, Behavior Learning Team*] E.A. 1.2.2 (2) All teachers will incorporate Tier 1 behavioral and SEL strategies into their core content instruction [*Grade Level Cohorts, Administration, Counselor, Behavior Learning Team*]	Classroom Walkthrough Data SQS survey responses from staff, students and parents RISE Meeting Minutes Behavior referrals will decrease each quarter compared to the same quarter of the previous year. Panorama SEL Survey percentages will all be over 50%	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: SEL $3,000 ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning.	3C	E.A. 1.2.3 (1) Develop a schoolwide plan that systematically fulfills the six outcomes of HA and strengthens students' overall well being and connection to Hawaii during their four year high school journey. [*Guiding Coalition, Administration*]	SQS surveys The Spring 2026 SEL Panorama survey results will show 60% or more of students feel they are valued members of the school community (sense of belonging).	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1A, 1B, 3B	E.A. 1.3.1 (1) Implement the schools' college and career continuum with fidelity. [*Academy Coordinator, CTE Coordinator, Counselor, Administration, Guiding Coalition*] E.A. 1.3.1 (2) Increase the number of clubs and overall opportunities students have to engage in civic opportunities. [*Administration, Academy Coordinator, Registrar, Guiding Coalition*]	Student digital portfolios Service hour spreadsheets 90% of Kohala HS students will complete 5 or more service hours by May 2026.	☑ WSF, $3,000 ☑ Title I, $6,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.3. All students graduate high school with a personal plan for their future.	3B	E.A. 1.3.3 (1) Embed the personal transition plan (PTP) grade level requirements into students' classes in all grades to provide intentional and meaningful opportunities for students to explore and reflect upon their interests and strengths as they grow and learn more about themselves and the world. [*Registrar, administration, Academy Coordinator, CTE Coordinator, Literacy Team*] E.A. 1.3.3 (2) Implement digital portfolios for all students to showcase their accomplishments and house and	Grade Level Cohort Minutes and Agendas 100% of freshmen will have a digital portfolio with all 9th grade PTP requirements completed and uploaded in it.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		develop their PTP components to support their postsecondary plans. [*Administration, Academy Coordinator, CTE Coordinator, Registrar, Counselor*]		

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	1A, 1B, 1C 2A, 2B, 2C	E.A. 2.1.2 (1) All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. With Department PLTs, teachers will: a) Develop quarterly unit plans b) Determine proficiency scales c) Create and administer common formative assessments [*Administration, Guiding Coalition*] E.A. 2.1.2 (2) All staff will participate in professional development provided through the CLSD grant ● All teachers: Science of Reading ● GC/Leadership: HMTSS-R	PLT agendas and minutes Unit Plans Classroom Walkthroughs Meeting and PD sign in sheets 100% of teachers will complete the required CLSD grant PD	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: CLSD $ ☐ Other:___, $

		● Literacy Coach: HIDOE coaching sessions [*Administration, Guiding Coalition, Literacy Team*]		
All staff will meet the statewide TESOL or SIQ requirement	2A, 2B, 2C	E.A. 2.1.2 (3) Provide time and differentiated opportunities to support teachers in obtaining the required credits needed to fulfill the TESOL or SIQ state requirement by the year 2026. [*Administration*]	21 hour documents School meeting calendar By May 2026, 100% of Kohala HS teachers will be SIQ or TESOL certified.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	3A	3.3.1 (1) Increase attendance and participation in monthly School Community Council (SCC) meetings by showcasing student talent, having students present information, having special guests and presentations and/or having monthly department student work exhibits. [*PCNC, Administration, SCC Chair, Community School Coordinator*]	SCC meeting agendas and minutes SCC sign in sheets On the SCC self assessment survey, the team will indicate that non-SCC members attended the meetings "frequently."	☐ WSF, $ ☑ Title I, $2,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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. [For schools with Community School Coordinators only	2C, 3B	E.A. 3.3.2 (1) Establish a robust, data-informed culture by empowering leadership teams with the tools and processes necessary to consistently analyze and apply data for continuous school improvement and Academic Plan monitoring. [*Literacy Team, Guiding Coalition, Administration*] E.A. 3.3.2 (2) Provide families with SEL and academic related events and information to equip parents with the tools to support their child's high school journey and postsecondary plans and support schoolwide initiatives. 　a)　Mail home progress monitoring documents, universal screener results and student SEL survey results on a consistent basis 　b)　Share SEL and academic resources, sites and information via the Friday News for Families 　c)　Develop creative ways to provide families with opportunities to provide feedback to increase parent voice. [*Literacy Team, Guiding Coalition, Administration, Community School Coordinator*]	Guiding Coalition Minutes and agendas Academic Plan Monitoring Tool Family Night sign in sheets Staff SQS Surveys School Systems Analysis Tools 80% or more of our families will attend the beginning of the year grade level meetings.	☑ WSF, $4,000 ☑ Title I, $4,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL 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.**

This section showcases Kohala 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)*	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. We requested two additional Waiver Days for teacher collaboration to align expectations and college/career activities for sharing with families at grade-level meetings, aiming to increase parent participation and support for school initiatives.

25-26 Bell Schedule: [LINKED HERE](#)

Kohala High School
Bell Schedule 25-26 SY

Monday			Tuesday			Wednesday			Thursday			Friday		
Period	**Time**	**Min**	**Period**	**Time**	**Min**	**Period**	**Time**	**Min**	**Period**	**Time**	**Min**	**Period**	**Time**	**Min**
Homeroom	8:00 - 8:10	10	Homeroom	8:00 - 8:10	10	Homeroom	8:00 - 8:10	10	Homeroom	8:00 - 8:10	10	Homeroom	8:00 - 8:10	10
Passing	8:10 - 8:14	4	Passing	8:10 - 8:14	4	Passing	8:10 - 8:14	4	Passing	8:10 - 8:14	4	Passing	8:10 - 8:14	4
2nd	8:14 - 8:54	40	1st	8:14 - 9:19	65	2nd	8:14 - 9:19	65	1st	8:14 - 9:19	65	2nd	8:14 - 9:19	65
Passing	8:54 - 8:58	4	Recess	9:19 - 9:34	15	Recess	9:19 - 9:34	15	Recess	9:19 - 9:34	15	Recess	9:19 - 9:34	15
4th	8:58 - 9:38	40	Passing	9:34 - 9:38	4	Passing	9:34 - 9:38	4	Passing	9:34 - 9:38	4	Passing	9:34 - 9:38	4
Recess	9:38 - 9:53	15	3rd	9:38 - 10:43	65	4th	9:38 - 10:43	65	3rd	9:38 - 10:43	65	4th	9:38 - 10:43	65
Passing	9:53 - 9:57	4	Passing	10:43 - 10:47	4	Passing	10:43 - 10:47	4	Passing	10:43 - 10:47	4	Passing	10:43 - 10:47	4
6th	9:57 - 10:38	41	5th	10:47 - 11:52	65	6th	10:47 - 11:52	65	5th	10:47 - 11:52	65	6th	10:47 - 11:52	65
Passing	10:38 - 10:42	4	Passing	11:52 - 11:56	4	Passing	11:52 - 11:56	4	Passing	11:52 - 11:56	4	Passing	11:52 - 11:56	4
1st	10:42 - 11:23	41	PLO/RTI	11:56 - 12:36	40	PLO/RTI	11:56 - 12:30	34	PLO/RTI	11:56 - 12:36	40	PLO/RTI	11:56 - 12:36	40
Passing	11:23 - 11:27	4	Lunch	12:36 - 1:06	30	Lunch	12:30 - 1:00	30	Lunch	12:36 - 1:06	30	Lunch	12:36 - 1:06	30
3rd	11:27 - 12:08	41	Passing	1:06 - 1:10	4				Passing	1:06 - 1:10	4	Passing	1:06 - 1:10	4
Lunch	12:08 - 12:43	35	7th	1:10 - 2:15	65				7th	1:10 - 2:15	65	Club	1:10 - 2:15	65
Passing	12:43 - 12:47	4												
5th	12:47 - 1:29	42												
Passing	1:29 - 1:33	4												
7th	1:33 - 2:15	42												