



Helemano Elementary School Academic Plan SY 2024-2025

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

Submitted by Principal Ernest Muh

<u>Ernest Muh</u> Ernest Muh (Apr 9, 2024 11:00 HST)	Apr 9, 2024
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Approved by Complex Area Superintendent Bob Davis

<u>Robert Davis</u> Robert Davis (Apr 9, 2024 14:00 HST)	Apr 9, 2024
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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
K-5	Wonders	Stepping Stones	N/A	N/A

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
K-5	AIMSWEB+	AIMSWEB+



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: 2017-18, Next Full Self-Study: 2023-2024
- 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.

1	<p><u>Student Need:</u> Reduce the achievement gap between English Language Learners and special education students in English Language Art and Mathematics</p> <p><u>Root/Contributing cause(s):</u> The data indicates that these students have limited vocabulary and numeracy skills</p>
2	<p><u>Student Need:</u> Promote a growth mindset with our students</p> <p><u>Root/Contributing cause(s):</u> Panorama Survey data indicates only 66% of students in grades 3-5 believe they have the potential to change factors that are central to their performance in school</p>
3	<p><u>Student Need:</u> Improve student social and emotional development to help reduce the number of students who are chronically absent</p> <p><u>Root/Contributing cause(s):</u> Panorama Survey data indicates grit, self-efficacy, and emotion regulation as areas of growth for our students.</p>



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:** English Language Learners

Identified Student Need(s): Explicit vocabulary instruction and ensuring a solid foundation with numeracy

2 **Targeted Subgroup:** Special Education

Identified Student Need(s): Explicit vocabulary instruction and ensuring a solid foundation with numeracy



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.**

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i></p> <p>and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>	<p>The data indicates that only 50% of incoming kindergarten students attend pre-school.</p>	<ul style="list-style-type: none"> • Provide pre-kindergarten readiness programs to prepare students for the transition to kindergarten • Use the Kindergarten Entry Assessment to identify readiness of kindergarten students. • Provide students timely and appropriate interventions during the school day through classroom/non-classroom teachers, counselors, part-time teachers, and educational assistants to address social, emotional, and academic readiness needs. <p>Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara, Kristi Higa</p>	<ul style="list-style-type: none"> • 100% of entering kindergarten students will be assessed for social, emotional, and academic readiness. 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>88% of 3rd grade students were reading near, at, or above grade level on the Smarter Balanced Assessment in SY 22-23.</p>	<ul style="list-style-type: none"> ● Use a universal screening tool to identify struggling students ● Provide timely and appropriate interventions during the school day through classroom/non-classroom teachers, educational assistants, and part-time teachers in small groups or individually ● Provide extended learning opportunities for students meeting or not meeting grade level benchmarks ● Use a progress monitoring system to improve the support provided to struggling students <p>Accountable Leads: Crystal Shimoda and Renee Fujiwara</p>	<ul style="list-style-type: none"> ● 60% of students will be on grade level at the winter benchmark period as measured by AIMS Web Plus ● 80% of students will be on grade level at the spring benchmark period as measured by AIMS Web Plus ● 90% of 3rd grade students will be reading near, at, or above grade level 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>54% of students in grades 3-5 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 22-23.</p>	<ul style="list-style-type: none"> ● Implement the Common Core State Standards in Mathematics. ● Utilize Stepping Stones and other supplemental resources to emphasize the eight mathematical practices, teach basic math skills, strengthen procedural fluency, develop conceptual understanding, and become adept at problem solving <p>Accountable Lead: Ann Nakasato</p>	<ul style="list-style-type: none"> ● 100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction ● 100% of students will self-assess their work ● 80% of students will meet or exceed proficiency on grade level common assessments in mathematics ● 70% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Helemano Elementary School needs to continue to use formative assessment data to modify instructional practices in the classroom (D2.1).</p> <p>Helemano Elementary School needs to provide more opportunities for students to set learning goals and reflect on them (D2.2).</p>	<ul style="list-style-type: none"> Teachers will collect and use formative assessment data to modify instructional practices in the classroom. Students will set learning goals in English Language Arts and Mathematics <p>Accountable Leads: Ann Nakasato, Crystal Shimoda, and Renee Fujiwara</p>	<ul style="list-style-type: none"> 100% of teachers will collect, reflect on formative assessment data, and adjust instructional strategies 100% of students will set learning goals for English Language Arts and Mathematics 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Helemano Elementary School needs to formalize a process to discuss transition needs for students in kindergarten to fourth grade (B1.2).</p> <p>Helemano Elementary School needs to work with the complex area to create a process to help ensure that all our students are successful as they enter middle school (B2.4)</p>	<ul style="list-style-type: none"> Teachers will conduct transition meetings for curriculum and students at the beginning and end of each school year for students in preschool to fourth grade. Fifth grade students will participate in transition activities to prepare them for middle school <p>Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara, Kristi Higa, Brittne Caraulia</p>	<ul style="list-style-type: none"> 100% of teachers will participate in transition meetings for curriculum and student needs at the beginning and end of each school year. 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>70% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment</p>	<p>51% of students in grades 3-5 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 22-23.</p>	<ul style="list-style-type: none"> ● Implement the Common Core State Standards in English Language Arts. ● Utilize McGraw-Hill Wonders, Geodes, Multi-Sensory Structured Language/Orton-Gillingham (MSL-OG), Heggerty, Thinking Maps, Story Grammar Marker, and other supplemental resources to explicitly teach word study (phonemic/phonological awareness, phonics, irregular word reading, and vocabulary), fluency, reading comprehension of complex literary/informational texts, using text dependent questions and textual evidence. ● Utilize Step Up to Writing strategies, Thinking Maps, and the Six Traits model for explicit writing instruction to write opinion pieces, short/focused research, informative/explanatory texts, and narratives. <p>Accountable Leads: Crystal Shimoda and Renee Fujiwara</p>	<ul style="list-style-type: none"> ● 100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction ● 100% of students will self-assess their work ● 80% of students will meet or exceed proficiency on grade level common assessments in reading comprehension and text dependent questions ● 80% of students will meet or exceed proficiency on grade level opinion, informative / explanatory, and narrative 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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			writing assessments	
70% of 5th grade students will be proficient in Science on the Hawaii State Assessment	48% of 5th grade students were proficient in Science on the Hawaii State Assessment in SY 22-23.	<ul style="list-style-type: none"> • Create and implement Understanding by Design (UbD/5E*) phenomena driven units in science that integrate NGSS three dimensional learning. *(Engage, explore, explain, elaborate, evaluate) • Incorporate durable skills of IC3 (Investigate, Collaborate, Communicate, and Create) into the units <p>Accountable Lead: Ann Nakasato</p>	<ul style="list-style-type: none"> • 80% of students will meet or exceed proficiency on grade level common assessments in science 	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
65% of students learning English will be on-track to English language proficiency	50% of students were on-track to English language proficiency in SY 22-23.	<ul style="list-style-type: none"> • Provide differentiated instruction with an emphasis on explicit vocabulary instruction to meet the needs of English Language Learner students <p>Accountable Lead: Kym Tsukamoto</p>	<ul style="list-style-type: none"> • 80% of ELL students will increase their universal screening scores on the AIMS Web Plus assessment 	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>The data indicates that 34% of students were chronically absent in SY 23-24.</p> <p>Helemano Elementary School needs to clarify attendance expectations to parents at the beginning of the school year (E3).</p>	<ul style="list-style-type: none"> • Communicate attendance expectations with parents at the beginning of the year. • Monitor daily attendance and communicate with parents after every 5th absence • Parent meeting in 1st quarter for students chronically absent the previous school year • Communication by teacher with families after the 5th absence • Communication by counselors with families after 10th and 15th absence • Parent contacted for students with 10 or more absences <p>Accountable Leads: Kristi Higa and Brittnie Caraulia</p>	<ul style="list-style-type: none"> • The number of students who are chronically absent will not exceed 2% each quarter 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Helemano Elementary School must clarify the definition of safety with students to better determine the specific areas of concern regarding student and school safety (E2).</p> <p>Helemano Elementary School must refine the referral process for behavior incidents so students have a clear understanding of the processes in place to keep them safe (E2).</p>	<ul style="list-style-type: none"> • Schoolwide implementation of a Positive Behavior Intervention Support System (PBIS) which includes teaching/practicing school wide behavior expectations, consequences for misbehavior, positive verbal reinforcement, and effective classroom management strategies. • Schoolwide implementation of social/emotional learning lessons • Use of Panorama Social Emotional Learning (SEL) Survey data to identify students needing additional support • Use of school safety survey to clarify student responses • Professional development for staff based on needs identified by the Panorama SEL Survey data <p>Accountable Leads: Kristi Higa and Brittnie Caraulia</p>	<ul style="list-style-type: none"> • At least 80% of students will have a favorable response on the school safety measure on the School Quality Survey (SQS). 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Nā Hopena A’o is the Department of Education’s core values and beliefs.</p>	<ul style="list-style-type: none"> All students and staff members will demonstrate behaviors of Nā Hopena A’o which include a sense of belonging, responsibility, excellence, aloha, total well-being, and Hawaii. <p>Accountable Leads: Ernest Muh and John Walje</p>	<ul style="list-style-type: none"> At least 80% of students will have a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey. 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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★ GOAL 1.3 All students’ graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Helemano Elementary School needs to explore and implement more student centered activities (C2.1).</p> <p>The WASC visiting committee suggests that Helemano Elementary School collaborate and explore place based learning opportunities and assessments</p>	<ul style="list-style-type: none"> Promote career, community, and civic opportunities through grade level learning activities, field trips, and school service projects. <p>Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara</p>	<ul style="list-style-type: none"> 100% of students will participate in career, community, and civic opportunities. 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



	<p>that address strategic application of academic concepts and objectives. Some options to consider, but not limited to, include a school garden and/or connecting with the local agricultural community.</p>			
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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>
90% of teachers will strongly agree or agree that they are satisfied with the professional development opportunities the school provides them on the School Quality Survey (SQS)	Helemano Elementary School needs to provide additional professional development for the Computer Science Teachers Association	Provide relevant professional development, mentoring, training, and support in the following areas: <ul style="list-style-type: none"> ● Mathematical Strategies and Thinking ● Explicit Instruction in English Language Arts ● Next Generation Science Standards (NGSS) ● Hawaii Core Standards in Social Studies (HCSSS) ● Computer Science Teachers Association Standards (CSTA) ● Social Emotional Learning (SEL) ● Instructional Technology ● Relevant topics for classified staff Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara	<ul style="list-style-type: none"> ● 100% of certificated and classified staff will be offered relevant professional development 	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$



	<p>(CSTA) Standards (A5).</p> <p>Helemano Elementary School needs to provide additional professional development for the classified staff (A5).</p> <p>Helemano Elementary School needs to introduce additional instructional technology to increase student engagement (C2.3).</p> <p>The WASC visiting committee recommends that Helemano Elementary should further collaborate to</p>			
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	<p>expand technology instruction that fosters engagement and supports the transition to middle and high school.</p>			
<p>Retain 100% of all beginning teachers</p>	<p>According to the School Status and Improvement (SSIR) report, 70% of teachers have been at Helemano Elementary School for more than five years.</p>	<ul style="list-style-type: none"> • Provide induction, mentoring, training, and support for all beginning teachers. 	<ul style="list-style-type: none"> • 100% of beginning teachers will attend a school orientation • 100% of beginning teachers will be assigned a mentor • 100% of beginning teachers will be observed by another teacher by the end of August 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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.

<p>Desired Outcomes “What do we plan to accomplish?”</p>	<p>Root/ Contributing Cause “Why are we doing this?”</p>	<p>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?”</p>	<p>Monitoring of Progress “How will we know progress is being made?”</p>	<p>Anticipated Source of Funds “What funding source(s) should be utilized?” Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Act 51 established school community councils as a forum to improve student achievement among stakeholders.</p>	<ul style="list-style-type: none"> The Helemano Elementary School Community Council will meet regularly with all required stakeholders to provide feedback on the academic plan, school facilities, and school improvement efforts <p>Accountable Lead: Ernest Muh</p>	<ul style="list-style-type: none"> The Helemano Elementary School Community Council will have positive ratings on the SCC self assessment survey 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$</p>



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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i></p> <p>and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>90% of parents will strongly agree or agree that the school provides parent activities for parent involvement on the School Quality Survey (SQS)</p>	<p>85% of parents strongly agree or agree that the school provides parent activities for parent involvement on the SY 22-23 School Quality Survey (SQS).</p>	<ul style="list-style-type: none"> Provide parent activities to inform them about the school’s standards-based curriculum and strategies to help with their child’s school work <p>Accountable Lead: Vikki Kawamura</p>	<ul style="list-style-type: none"> 100% of parents who attend parent activities will provide feedback on the activity 	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>



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 Helemano Elementary School’s current bell schedule 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083 hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Helemano Elementary School Bell Schedule	