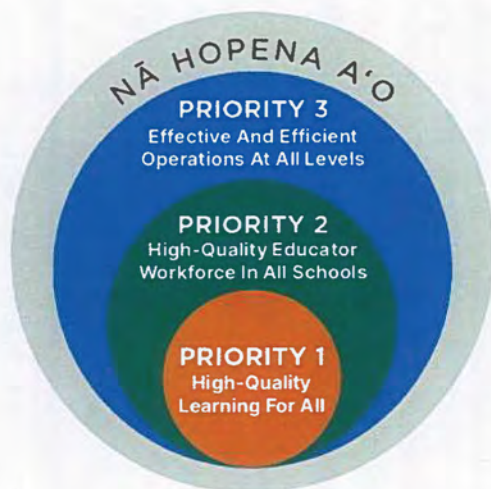
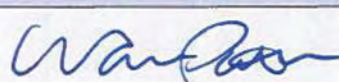


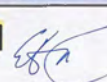


Waialua Elementary School Academic Plan SY 2026-2027

67-020 Waialua Beach Road, Waialua, HI 96791
808 307-2600
waialuae.k12.hi.us

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Varissa Pata	
	Apr 13, 2026

Approved by Complex Area Superintendent Ernest Muh	
[Insert signature] 	Date 04/13/2026

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 1.....7

 ★ 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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-6	Select One ▾	enVision Mathematics Common Core ▾		
K-4, 6	'23 Wonders ▾	Select One ▾		
5	'16 Wit & Wisdom ▾	Select One ▾		

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-6	iReady	iReady		
K-6	Sonday (Special Education & Intervention)			

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
1-6	DIBELS ▾	Select One ▾
K-6	I-Ready ▾	I-Ready ▾
K-6	WIDA Screener ▾	Select One ▾

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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: Select One ▾

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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> Low ELA proficiency. <u>Root/Contributing Cause:</u> a. Lack of vocabulary skills to allow for improved reading comprehension b. Need for more and consistent vertical articulation c. Need for planning time around the creating and analyzing results of common formative assessments
2	<u>Student Need:</u> Low Science proficiency <u>Root/Contributing Cause:</u> a. Lack of a viable curriculum and consistent science instruction across grades b. Need for more and consistent vertical articulation c. Need for planning time around the results of common formative assessments d. Need to improve teacher conceptual understanding of phenomena

3	<u>Student Need:</u> Maintain positive behaviors
	<u>Root/Contributing Cause:</u> a. There is a need to continue to provide social emotional learning for students to increase growth mindset

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> IDEA Eligible <u>Identified Student Need(s):</u> a. Lack of exposure to general education curriculum b. Lack of vocabulary skills to allow for improved reading comprehension c. Need for more and consistent vertical articulation d. Need for planning time around the results of common formative assessments
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> a. Lack of exposure to general education curriculum b. Lack of vocabulary skills to allow for improved reading comprehension c. Need for more and consistent vertical articulation d. Need for planning time around the results of common formative assessments



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 <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>Estimate the additional amount needed for enabling activities.</i>
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. SW 6	Required for all Kindergarten students statewide	All Kindergarten students will be administered the Kindergarten Entry Assessment within 30 days of beginning kindergarten. Summer Yonamine, Curriculum Coach	100% KEA Completion	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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. SW 6	1a,b,c Increase grades 3-6 ELA proficiency from 65.9% to 70% by May 2027	All teachers will administer diagnostic assessments (iReady and DIBELS) to determine student academic needs in reading (iReady BOY, MOY and EOY, DIBELS Quarterly) All teachers will deliver Tier 2 and Tier 3 instruction based on student need as identified in common formative assessments and iReady progress monitoring. Establish and sustain systems for collaborative planning and data-driven instruction to ensure curricular alignment and differentiated support School leaders will conduct monthly non-evaluative "learning walks" to provide feedback on the visibility and use of learning targets and success criteria in every classroom Varissa Pata, Principal Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach	Q1 Interim Measure: Target is 40% proficiency on iReady BOY diagnostic Q2 Interim Measure: Target is to be at 65% proficiency on iReady winter diagnostic Q3 Interim Measure: Target is to be at 80% proficiency on iReady EOY diagnostic	☒ WSF, \$ ☒ Title I, \$ ☐ 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 by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. SW 6	Increase grades 3-6 Math proficiency from 66% to 70% by May 2027	All teachers will administer diagnostic assessments (iReady and Envision) to determine student academic needs in reading (iReady BOY, MOY, and EOY, Envision diagnostic BOY) All teachers will deliver Tier 2 and Tier 3 instruction based on student need as identified in common formative assessments. Establish and sustain systems for collaborative planning and data-driven instruction to ensure curricular alignment and differentiated support School leaders will conduct monthly non-evaluative "learning walks" to provide feedback on the visibility and use of learning targets and success criteria in every classroom Varissa Pata, Principal Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach	Q1 Interim Measure: Target is 30% proficiency on iReady BOY diagnostic Q2 Interim Measure: Target is to be at 60% proficiency on iReady winter diagnostic Q3 Interim Measure: Target is to be at 80% proficiency on iReady EOY diagnostic	☒ WSF, \$ ☐ Title I, \$ ☐ 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. Special Education EL SW 6	Reduce ELA Gap rate from 28% to 23% 1b, c 2b, c, d	All teachers will provide targeted interventions (Tier 2, Tier 3) to students based on data from common assessments in order for students to meet individual/group learning targets.	ELA Special Education: Fall iReady Window: 50% of Special Education students will be approaching or met Winter iReady Window: 60% of Special Education students will be approaching or met Spring iReady Window: 70% of Special Education students will be approaching or met EL Learners: Fall iReady Window: 55% of EL Learners will be approaching or met Winter iReady Window: 65% of EL Learners will be approaching or met Spring iReady Window: 75% of EL Learners will be approaching or met	☒ WSF, \$ ☒ 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.	Required for HIDEOE Schools	All grade 6 staff will coordinate with Waialua High and Intermediate School to successfully transition to seventh grade. Grade 6 students will participate in transition activities as available. All IDEA eligible students will have transition meetings. Brittney Driggs, Vice Principal Grade 6 GLC & Grade 6 Care Coordinator(s)	90% of students report positive responses on post transition visit surveys.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.1.6 All students will receive high quality science instruction that will include hands-on and real world applications. 65% of 5th grade students will be proficient in Science on the Hawaii State Assessment SY26-27	2a,b,c,d	All students will receive high quality science instruction that will include hands-on and real world applications. Teachers in grades 3-6 will administer common assessments to establish baseline scores for monitoring progress during SY2627. Summer Yonamine, Curriculum Coach	Inner Orbit Assessments Baseline Scores SY2627	☒ 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.

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. SW 6	81% regular attendance in SY2425	All students with weekly perfect attendance will be given the opportunity to be recognized in front of their peer/receive attendance Brag Tags. All students with less than 3 absences per quarter will be recognized at end of the quarter assemblies. All teachers will provide opportunities for students to self track attendance and set attendance goals. Brittney Driggs, Vice Principal Heather Toguchi, Counselor Dustin Pacleb, Counselor Varissa Pata, Principal	Each quarter, our daily attendance rate will be 95%	☒ WSF, \$ ☐ 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. SW 6	Required for all HIOE Schools 3a	All teachers will analyze student Panorama and UBS data to adjust student plans throughout the school year. All classes will be taught targeted SEL lessons based on student needs multiple times per quarter. All teachers will receive professional development and resources to effectively address and support behavioral concerns. Heather Toguchi, Counselor Dustin Pacleb, Counselor Brittney Driggs, Vice Principal DeeAnna Calabrese, Student Services Coordinator	70% of students (3-5) & 75% (6th) with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 75% of students (3-5) & 80% (6th) of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 80% of students (3-5) & 85% (6th) of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
--	--	---	--	--

1.2.3. All students experience a Nā Hopena A'o environment for learning. SW 6	Required for all HIDOE Schools 3a	Students will receive instruction at least one time weekly in the Leader in Me/HĀ. Students in grades 3-6 will be offered opportunities to participate in complex athletic activities All teachers in grades 4-6 will offer academy classes. Students will enroll in an academy of their choosing. Catherine Upton, LIM Coordinator Brittney Driggs, Vice Principal	Classroom walkthroughs	☒ 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 <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>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. SW 6	Required for all schools. 1a, b, c 2a, b, c, d 3a	All students will participate in a career day. All students will have the opportunity to support our Bullpup Challenge. Students in grades 4-6 will have the opportunity to apply for BLTs/BLT Jrs. Catherine Upton, LIM Coordinator Varissa Pata, Principal Brittney Driggs, Vice Principal	See monitoring of progress 1.2.2 (sense of belonging)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
K-12 Alignment 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.	Required for all schools.	All students will be given the opportunity to improve durable skills (IC3 - investigate, collaborate, communicate, create) Opportunities may include: Field trips, Classroom Parent engagement activities, Academies, 'Āina All classes will feature IC3 experiences on the daily broadcast, quarterly. Varissa Pata, Principal Brittney Driggs, Vice Principal Catherine Upton, LIM Coordinator	Classroom walkthroughs	☒ 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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All staff are equipped with the skills necessary to meet student needs.	80% Personal Effectiveness in MRA Spring 2025.	All staff will be provided with professional development opportunities related to student needs, including but not limited to: intervention supports, writing, vocabulary, math, and Leader in Me. Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach Dani Tokuda, Technology Coordinator Catherine Upton, LIM Coordinator Interventions Coordinator	MRA Score of 83% In Personal Effectiveness as measured in Spring 2027.	☒ 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 <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Required for all HIDOE Schools	All School Community Council members will be invited to participate in regularly scheduled meetings to engage in school matters. Varissa Pata, Principal	SCC Meeting Agendas and Notes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.

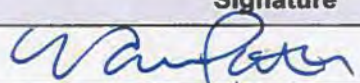
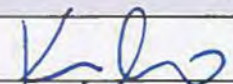
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Waialua Elementary School** 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 **Jan 26, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 6, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Grade Level Chair Committee, Complex Professional Learning Time
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: **Apr 6, 2026**

Attested:

Waialua Elementary School Principal	Signature	Date
Varissa Pata		Apr 6, 2026
SCC Chairperson	Signature	Date
Kim Inglis		Apr 6, 2026

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		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Kim Inglis		Apr 6, 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 <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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waialua Elementary School Bell Schedule: school bell schedule	