

LEEWARD DISTRICT OFFICE

APR 09 2026



Ka'imiloa Elementary School Academic Plan SY 2026-2027

91-1028 Kaunolu Street
808-307-9300

<https://www.kaimiloa.k12.hi.us/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Anela Pia	
	Apr 8, 2026

Approved by Complex Area Superintendent Jon Henry Lee	
	Date 4/9/24

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

TABLE OF CONTENTS

VIABLE 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	English Language Arts	Mathematics	Science	Social Studies
K-6	Teacher Created ▾	Teacher Created ▾		
	Select One ▾	Select One ▾		
	Select One ▾	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
EL	Sonday System			
TLC	Teach Town			
K/1 Reading Intervention	Magnetic Reading			
3-6 Reading Intervention	Phonics for Reading			
3-6 Reading Intervention	RISE/RISE Up			
K-6 Math Intervention		Do The Math		

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 ▾
	Select One ▾	Select One ▾
	Select One ▾	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: Mid-Cycle Report & Visit ▾

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> Increase Student Engagement, Safety, and Self-Management Skills <u>Root/Contributing Cause:</u> • Inconsistent Tier 1 SEL instruction across grade levels • Classroom management and engagement practices vary widely • Student voice and perception data are not systematically used to inform instruction and climate practices
2	<u>Student Need:</u> Increase effectiveness of Tier 1 instruction to meet the needs of all learners, especially EL and SPED students; Ensure all students can access grade-level content through strong core instruction <u>Root/Contributing Cause:</u> • Tier 1 instruction is not consistently differentiated to meet diverse learner needs • Limited use of data to adjust and target core instruction • Insufficient scaffolds, language supports, and access strategies for EL and SPED students • Over-reliance on intervention to address gaps instead of strengthening core instruction • Insufficient integration of language objectives and explicit vocabulary instruction

	• Vertical alignment across grade levels is incomplete, particularly in Math and early literacy • Units of Study are not fully developed or implemented across all standards
3	<u>Student Need:</u> Student Need: Strengthen Early Literacy and Foundational Reading Skills (K–2); Ensure all students build strong foundational reading skills to access grade-level content <u>Root/Contributing Cause:</u> • Inconsistent and incomplete implementation of foundational literacy instruction across classrooms • Lack of alignment in foundational skills instruction (phonics, phonemic awareness, fluency) • Variability in instructional practices and use of core curriculum • Gaps in early literacy are not addressed early or systematically • Limited explicit, systematic phonics and phonological awareness instruction in early grades • Student absenteeism disrupting the acquisition of sequential literacy skills
4	<u>Student Need:</u> Increase consistent use of positive learning dispositions (self-management, engagement, responsibility) in daily instruction; Ensure dispositions are embedded as part of everyday learning, not taught in isolation <u>Root/Contributing Cause:</u> • Dispositions are treated as isolated skills rather than integrated into daily instruction • Lack of explicit modeling, practice, and feedback on learning behaviors during academic tasks • Inconsistent expectations and reinforcement of dispositions across classrooms • Limited alignment between instructional practices (e.g., Visible Learning) and behavior expectations

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> English Learners (EL) <u>Identified Student Need(s):</u> • Significant decline in SBA proficiency across all content areas: ◦ ELA: 23% → 5% ◦ Math: 28% → 17% ◦ Science: 17% → 0% • Difficulty accessing grade-level content due to language demands • Lower engagement and self-efficacy indicated in Panorama data
2	<u>Targeted Subgroup:</u> Students with Disabilities <u>Identified Student Need(s):</u> • Extremely low reading proficiency: ◦ Only 6% passing SBA Reading over three years • Limited progress despite intervention supports • Difficulty accessing grade-level curriculum independently
3	<u>Targeted Subgroup:</u> Economically Disadvantaged Students <u>Identified Student Need(s):</u> • Proficiency remains between 39–49% in ELA and Math • Higher rates of chronic absenteeism and tardiness • Greater exposure to mobility and reduced access to enrichment or academic support outside school
4	<u>Targeted Subgroup:</u> Students Demonstrating Low Social-Emotional Competencies (K–6) <u>Identified Student Need(s):</u> • Declines in: ◦ Self-management ◦ emotion regulation ◦ self-efficacy (69% → 49%) • Increased Class B and C behavioral incidents • Only 53% of Grades 3–5 students report feeling safe



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.	To utilize early assessment and strengthen support systems so that all entering kindergarten students develop the foundational social, emotional, and academic skills needed for learning success. • 29% of kindergarten students demonstrate readiness for kindergarten on KRA.	Establish a comprehensive kindergarten early literacy readiness and support system Accountable Lead: Tamra Yamamoto, Instructional Coach K-2	% of Kinder students who participated in Kickstart % of Kinder students who were given the KRA. KRA Data Readiness Report Kindergarten Assessment monitoring sheet for ELA and Math	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ 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.	To strengthen early literacy instruction through consistent foundational reading practices so all students develop proficient reading skills by third grade. • iReady: 60% • BAS: 50% • SBA: 51%	• Establish K–2 Early Literacy Framework • Establish Explicit Daily Phonics Instruction • Establish Student Practice Expectations Accountable Lead: Tamra Yamamoto, Instructional Coach K-2; Sheryl Bada, Instructional Coach 3-6	UoS Data iReady (Fall, Winter, Spring) SBA	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ 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.	To strengthen math instruction so students develop deeper conceptual understanding and problem-solving skills. • iReady: 59% • SBA: 55%	• Implement a Schoolwide Math Discourse and Productive Struggle Framework • Develop Focused Instruction for Conceptual Understanding Accountable Lead: Tamra Yamamoto, Instructional Coach K-2; Sheryl Bada, Instructional Coach 3-6	UoS Data iReady (Fall, Winter, Spring) SBA	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	To strengthen core instruction, targeted supports, and data monitoring systems so that all student groups have equitable access to high-quality teaching and opportunities for academic growth. SBA ELA GAP • High Needs/Non High needs: 30% SBA Math GAP • High Needs/Non High needs: 28%	- Establish a Guaranteed & Viable Tier 1 Instructional Framework (K–6) - Implement a Schoolwide System for Targeted Literacy, Math, and Behavior Support - Develop monitoring systems for subgroups Accountable Lead: VP; Tamie Richardson, Sped Coach	UoS data iReady (Fall, Winter, Spring) SBA (EOY) Gap%	☒ WSF, \$ ☒ Title I, \$8,000 ☒ Title II, \$3,000 ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$2,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	To help prepare students to successfully transition into elementary school and between elementary and middle school	Strengthen Student Transition Systems to Support Continuity of Learning Accountable Lead: Sheryl Bada, Gr 3-6 Instructional Coach, Kris Osumi, SSC, 6th Grade GLC, and Kawena Martinez, 6th Grade Counselor	Participation in Kinder Kickstart and morning play sessions for transitioning students. Participation in feeder visits and review of academic, behavior, SPED transition, and RTI data spreadsheets.	☐ 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> Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	To strengthen schoolwide systems for identifying attendance concerns early and providing timely supports so that all students are encouraged and supported to attend school regularly. • Attendance 93% • Chronic Absenteeism 30%	Implement a Comprehensive Attendance Tiered Response System Accountable Lead: Kayla Chung, Counselor; Kawena Martinez, Counselor	Attendance Data SART Data Use Student Perception Survey questions with grades 3-6 students throughout the year	☒ WSF, \$3,000 ☐ 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. <i>Required for all schools.</i>	To strengthen schoolwide systems for teaching social-emotional skills, classroom expectations, and positive behaviors so that all students are consistently supported in demonstrating positive behaviors at school.	- Establish a Guaranteed & Viable Tier 1 SEL Framework (K–6) - Implement Daily Classroom Climate Structures to Support Positive Student Engagement and Learning - Re-Launch, Re-Teach and Implement a Consistent Schoolwide Behavior Matrix Accountable Lead: Kayla Chung, Counselor; Kawena Martinez, Counselor	Monthly Walkthrough evidence of: - Monthly trait - Classroom climate Quarterly - Panorama SEL - Behavior referrals - Attendance trends	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☒ Homeless, \$800 ☐ Grant: __, \$ ☒ Other: __, \$7,000
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	To help the school understand the connections with Nā Hopena A'o	Implement a Nā Hopena A'o (HĀ)–Aligned Learning Environment to Promote Safe, Nurturing, and Culturally Responsive Education Accountable Lead: VP	Crosswalk sheet	☐ 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. <i>Required for all schools.</i>	To increase student access to meaningful career, community, and civic learning experiences so that all students can build connections between their learning, future opportunities, and community involvement.	Expand Career, Community, and Civic Engagement Opportunities Across Grade Levels Accountable Lead: VP; Kayla Chung, Counselor	Student participation in career, community, and civic engagement opportunities through attendance records, reflection activities, surveys, classroom projects, and documentation of partnerships, field experiences, service learning, or guest speaker events across grade levels.	☐ 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>
2.2.1 All teachers will be supported to become effective teachers.	To strengthen professional learning, collaboration, and instructional support systems so that all teachers are equipped to grow their practice and increase their effectiveness.	Strengthen Educator Effectiveness Through Targeted Professional Learning and Support Systems Accountable Lead: Anela Pia, Principal	Records of PD	☒ WSF, \$7,500 ☒ Title I, \$65,000 ☐ 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. <i>Required for all schools.</i>	To increase involvement of all stakeholders.	Strengthen School Community Council Engagement and Collaborative Decision-Making Accountable Lead: Anela Pia, Principal	SCC agenda and meeting notes AcPlan monitoring sheet	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$2,000

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

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>
FC.1 Provide opportunities for all parents to engage in the teaching and learning process. <i>(To add additional desired outcomes, duplicate this row)</i>	To strengthen meaningful family engagement opportunities so that all parents are better connected to and involved in their child's teaching and learning process.	The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process. • Parent Academic Nights • Parent Engagement Nights • PT conference • Lending library • Coffee Hours Accountable Lead: VP	Parent night agendas and sign in sheets	☒ WSF, \$2,000 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$1,000

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.

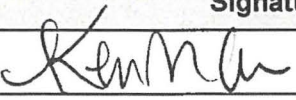
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Ka'imiloa 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 **Jan 29, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
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 2, 2026**

Attested:

Ka'imiloa Elementary Principal	Signature	Date
Anela Pia		Apr 8, 2026
SCC Chairperson	Signature	Date
Keri Asuncion		Apr 9, 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
Keri Asuncion		Apr 9, 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 <u>hours per year</u> (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
Ka'imiloa Elementary Bell Schedule: [Ka'imiloa Elementary School Bell Schedule]	