





**Ka'a'awa  
Ocean Warriors**

# Ka'a'awa Elementary Academic Plan SY 2025-2026

**51-296 Kamehameha Hwy Ka'a'awa, HI 96730  
(808) 305-6650  
<https://www.kaaawaschool.k12.hi.us/>**

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

<b>Submitted by Principal: Jennifer Luke-Payne</b>	
	4/15/25

<b>Approved by Complex Area Superintendent: Sam Izumi</b>	
	04/15/2025

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 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-6 Success For All	Other: - SFA	Select One ▾		
K-5	Select One ▾	ORIGO Stepping Stones 2.0 ▾		
6	Select One ▾	enVision Mathematics		

**Please list all supplementary instructional materials 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
K-6	MyPath, IXL,			
K-3				
K-6		MyPath, IXL, Rocket math		

## 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: MRA survey is given once a year. This survey is created by the Leader In Me organization.

## 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 ▾

## 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: 2024

Year of Next Action: N/A

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

Type of Next Action: N/A

N/A

**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	<p><b><u>Student Need:</u></b> Students need to continue to improve in reading and math.</p> <p><b><u>Root/Contributing Cause:</u></b> Reading and math scores are increasing as a result of intentional instruction, data analysis by students and teachers, and collaboration through the Rtl system.</p>
2	<p><b><u>Student Need:</u></b> Students need to continue to increase in attending school.</p> <p><b><u>Root/Contributing Cause:</u></b> Attendance is improving due to a positive school culture through engaging, meaningful activities and programs.</p>
3	<p><b><u>Student Need:</u></b> Students need to consistently build on writing skills to produce clear, concise, grammatically correct work across all areas.</p> <p><b><u>Root/Contributing Cause:</u></b> School needs to be more intentional to support students’ ability to produce clear, concise, and grammatically correct written work across all academic areas.</p>
4	<p><b><u>Student Need:</u></b> Students need to feel connected to their school and community to gain a better sense of place.</p> <p><b><u>Root/Contributing Cause:</u></b> School needs targeted instruction to help students feel a sense of belonging, develop resilience, emotional regulation, growth mindset, and self-efficacy.</p>

**In order 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**     **Targeted Subgroup:** Pacific Islander & part Hawaiian

**Identified Student Need(s):** Students enter school with no preschool and little to no educational support at home.



## 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><b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/ Contributing Cause</b> <i>"Why are we doing this? Reference the Identified School Needs section.</i></p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?" 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 <u>provided necessary and timely support</u> to develop foundational skills for learning.</p>	<p><a href="#">State of Hawai'i Act 210</a> (§302A-A)  State Strategic Plan (<a href="#">Implementation Plan</a>) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).</p>	<p>All kindergarten students are assessed for social, emotional, and academic readiness.  Principal Academic Coach Kindergarten Teacher</p>	<p>KEA assessment data (LEI Kūlia)</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> <li><input checked="" type="checkbox"/> No additional cost</li> </ul>

<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Reading scores are increasing as a result of intentional instruction, data analysis by students and teachers, and collaboration through the Rtl system.</p>	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> <li>● Universal Screening (iReady)</li> <li>● Multi-Tiered Systems of Support</li> <li>● Progress Monitoring</li> <li>● Data-Based Decision Making</li> </ul> <p>[Principal, VP, Academic Coach, and grade level/special education teachers]</p>	<p>Articulation notes &amp; school universal screening and or classroom data</p> <p>There will be an increase in the amount of students on grade-level or above in Reading (when compared to SY 2024-2025) as evidenced by iReady data.</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input checked="" type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>
		<p>Continue to help each students to grow in language arts by:</p> <ul style="list-style-type: none"> <li>● Collaboration for grade band articulation to review grade level data</li> <li>● Tutors to decrease gap areas,</li> <li>● Leadership Binders for each student (4DX student voice in Rtl),</li> <li>● Intentional support of students who are on the border of grade level proficiency.</li> </ul> <p>[Principal, VP, Academic Coach, and grade level/special education teachers]</p>		

<p><b>Mathematics Proficiency</b>  1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Complex Area Plan:</p> <ul style="list-style-type: none"> <li>● There is a need for K-12 alignment.</li> <li>● There is a need for teacher articulation and collaboration to improve instructional practices across our schools.</li> <li>● There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.</li> </ul>	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> <li>● Universal Screening (iReady)</li> <li>● Multi-Tiered Systems of Support</li> <li>● Progress Monitoring</li> <li>● Data-Based Decision Making</li> </ul> <p>Principal, VP Faculty and Staff</p>	<p>Articulation agenda &amp; notes</p> <p>Universal screener data There will be an increase in the amount of students on grade-level or above in Math (when compared to SY 2024-2025) as evidenced by iReady data.</p> <p>Hot List Checklist</p> <p>WIGs</p> <p>Meeting agenda/notes</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>
		<p>Continue to implement, refine and review an academic RtI Tier 1 and Tier 2 whole school system that includes:</p> <ul style="list-style-type: none"> <li>● Peer walkthrough and feedback,</li> <li>● Collaboration for grade band articulation to review grade level data</li> <li>● Tutors to decrease gap areas,</li> <li>● Leadership Binders for each student (4DX student voice in RtI),</li> <li>● Implementation of math manipulatives</li> <li>● Intentional support of students who are on the border of grade level proficiency.</li> </ul> <p>Principal, VP Faculty and Staff</p>		

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>State Strategic Plan (<a href="#">Implementation Plan</a>) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).</p>	<p>All CK schools will:</p> <ul style="list-style-type: none"> <li>• Participate in the CK EL Success Plan Design Team Meetings</li> <li>• Send appropriate staff to the required EL Success Plan trainings</li> <li>• Implement one high-leverage strategy for each CK EL Success Plan goal</li> </ul> <p>Principal, EL support staff</p>	<p>i-Ready Data</p> <p>EL Theory of Action Plan</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Reading and math scores are increasing with Pacific Islanders &amp; Part Hawaiians as a result of intentional instruction, data analysis by students and teachers, and collaboration through the RtI system.</p>	<p>Continue to implement, refine and review an academic RtI Tier 1 and Tier 2 whole school system that includes:</p> <ul style="list-style-type: none"> <li>• Peer walkthrough and feedback,</li> <li>• Small group instruction</li> <li>• Articulation meetings,</li> <li>• Data driven Professional Development,</li> <li>• Tutors to decrease gap</li> <li>• Focus on math and writing strategies to improve student proficiency.</li> </ul> <p>Admin Faculty and Staff</p>	<p>IReady Data</p> <p>Articulation agenda and notes</p> <p>Meeting agenda and notes</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> <p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait.</p> <p>Admin, Faculty, &amp; Staff</p>	<p>Kaaawa Portrait of a graduate doc</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> <li><input checked="" type="checkbox"/> No additional cost</li> </ul>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>1.2.3. &amp; 1.3.1. School needs targeted instruction to help students feel a sense of belonging, develop resilience, emotional regulation, growth mindset, and self-efficacy.</p>	<p>1.2.3. &amp; 1.3.1. All Kaaawa students will be exposed to a Hawaiian cultural experience at least once a week through: Kupuna, `Aina-based education/experience, `Aina-based education/experiences, student lead groups, and Cultural service/mo`olelo field trips</p>	<p>1.2.3. &amp; 1.3.1.</p> <ul style="list-style-type: none"> <li>● Agenda and notes</li> <li>● Field trips</li> <li>● Community partners</li> </ul>	

<p><b>K-12 Alignment</b>  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.</p>		<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <p><b>Kahuku Graduate Portrait</b></p> <ul style="list-style-type: none"> <li>● Productive Communicator</li> <li>● Critical Thinker</li> <li>● Intentional Collaborator</li> <li>● Civic and Cultural Responder</li> <li>● Socially and Emotionally Adaptive</li> </ul> <p>Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p>Leads: Principals</p>	<p>Kahuku Complex will identify key indicators at each level to support the graduate portrait by Summer 2025.</p>	<p><input checked="" type="checkbox"/> No additional cost</p>
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<p>All Students show growth in math and reading scores.</p>	<p>Reading and math scores are increasing as a result of intentional instruction, data analysis by students and teachers, and collaboration through the RtI system.</p>	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> <li>● Universal Screening (iReady)</li> <li>● Multi-Tiered Systems of Support</li> <li>● Progress Monitoring</li> <li>● Data-Based Decision Making</li> </ul> <p>Admin, Faculty and Staff</p>	<p>iReady data</p> <p>Articulation agenda and notes</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<p><b>Desired Outcome</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/ Contributing Cause</b>  <i>"Why are we doing this? Reference the Identified School Needs section.</i></p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b>  <i>"How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?" 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>Attendance is improving due to a positive school culture through engaging, meaningful activities and programs.</p>	<p>Continue the positive momentum with our school culture by:</p> <ul style="list-style-type: none"> <li>● Every new faculty and staff member will receive the 7 Habits training.</li> <li>● All students receive 7 habits focused instructions on the first two weeks at the start of the new school year</li> <li>● Faculty, staff, and or students to do one or more explicit instruction SEL lessons a week,</li> <li>● Ohana family night</li> <li>● Field trips</li> <li>● Student incentive</li> </ul> <p>Admin &amp; grade level teachers</p>	<ul style="list-style-type: none"> <li>● 7 Habits PD for new staff,</li> <li>● agenda</li> <li>● meeting notes</li> <li>● student surveys are within the green zone for panorama and MRA show positive results</li> <li>● teacher schedules show regularly planned SEL lessons</li> </ul>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>School needs targeted instruction to help students feel a sense of belonging, develop resilience, emotional regulation, growth mindset, and self-efficacy.</p>	<p>Kaaawa Elementary School will continue to connect our students to self and place to continue to grow a positive self image, ohana, and school/community environment.</p> <ul style="list-style-type: none"> <li>● Every new faculty and staff member will receive the 7 Habits training.</li> <li>● All students receive 7 habits focused instructions on the first two weeks at the start of the new school year from their grade level teacher,</li> <li>● Faculty, staff, and or students to do one or more explicit instruction SEL lessons a week</li> <li>● All assemblies are conducted by students (except for Aloha Ceremony)</li> <li>● Every student has a Leadership Binder to keep personal/academic WIGs and track their progress,</li> <li>● Connecting with Community stakeholders, (kupuna, neighboring schools, and community members)</li> </ul> <p>Admin, faculty, staff</p>	<ul style="list-style-type: none"> <li>● Teacher classroom schedule</li> <li>● Leadership Binders</li> <li>● Agenda, notes, flyers</li> <li>● Field Trip forms</li> <li>● Panorama</li> </ul>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV-A</li> <li><input type="checkbox"/> Title IV-B</li> <li><input type="checkbox"/> IDEA,</li> <li><input type="checkbox"/> SPPA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> Grant:</li> <li><input type="checkbox"/> Other:</li> </ul>
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## Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> 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.	Hawai'i Revised Statutes Section §302A-1124 <a href="#">Mandate to initiate school community councils</a>	All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting.  Principal, VP	Agendas and minutes posted to the school website  SCC Self-Evaluation Survey	See Financial Plan for amounts: <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other: <input checked="" type="checkbox"/> No additional cost

## 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 **Kaaawa Elementary 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.**

Four day waiver and two days for parent teacher conferences

**Bell Schedule:** [Kaaawa Elementary School](#)