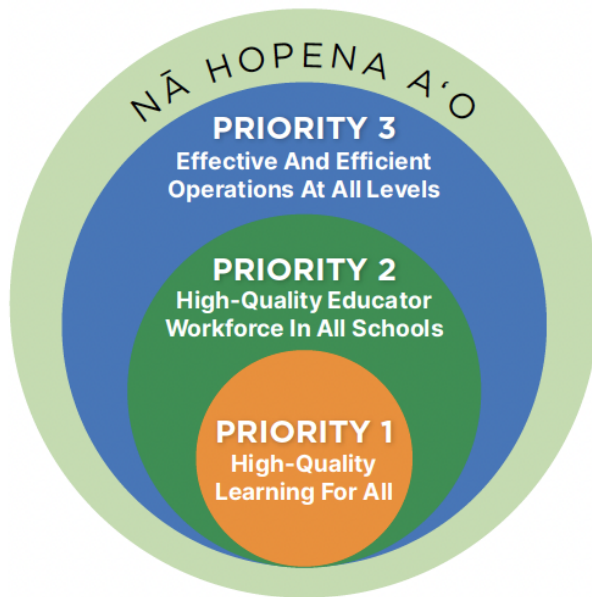
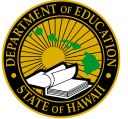




Pa'auilo Elementary and Intermediate Academic Plan SY 2026-2027

43-1497 Hauola Road, Paauilo HI, 96776

808-776-7710

<https://www.paauiloschool.org/>

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)
 ☐ Comprehensive Support and Improvement School
 ☐ Targeted Support and Improvement School

Submitted by Principal Maegan MacGregor	
Maegan MacGregor	03/31/26

Approved by Complex Area Superintendent Janette Snelling	
Janette Snelling	4/16/26

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	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Eureka Math2 ▾	Mystery Science	Self Created
6-8	'23 CommonLit 360 6-8 ▾	Eureka Math2 ▾	Self Created	Self Created

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-8	IXL	IXL	IXL	IXL
6-8		Aleks for homework support		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the 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
Kindergarten	KEA ▾	
K-8	NWEA MAP ▾	Other: ▾ NWEA

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

Year of Last Visit: 2026

Year of Next Action: 2029

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2029

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> Shifts from Data Teams to PLC/PLT models for robust RtI processes are progressing but still developing consistency. <u>Root/Contributing Cause:</u> The inconsistency in shifting from data teams to PLC/PLT models for RtI stems from a mismatch between the model's collaborative, instruction-focused intent and the current gaps in systems, staff capacity, leadership alignment, and cultural readiness needed to implement it with fidelity.
2	<u>Student Need:</u> Improved use of assessment data through NWEA for RtI effectiveness. <u>Root/Contributing Cause:</u> The root cause of improved use of assessment data through NWEA for RtI effectiveness is the combination of more accessible, timely data and growing staff capacity to interpret and apply it within structured, collaborative decision-making processes.
3	<u>Student Need:</u> Implementation of new ELA and science curricula; engagement improving but affected by staff turnover and delayed training.

	<u>Root/Contributing Cause:</u> The root cause of uneven engagement in implementing new ELA and science curricula is the disruption caused by staff turnover combined with delayed and inconsistent training, limiting teachers' confidence and ability to deliver the curriculum effectively.
4	<u>Student Need:</u> Development of consistent schoolwide processes and norms continues to improve. <u>Root/Contributing Cause:</u> The root cause of improving consistency in schoolwide processes and norms is the gradual alignment of expectations, routines, and staff practices through ongoing leadership focus, collaboration, and reinforcement over time.

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	<u>Targeted Subgroup:</u> SPED- 26 <u>Identified Student Need(s):</u> Lack of a system to track student progress and target supports needed.
2	<u>Targeted Subgroup:</u> Disadvantaged- 69 <u>Identified Student Need(s):</u> Lack of a system to track student progress and target supports needed.
3	<u>Targeted Subgroup:</u> Native Hawaiian- 43 <u>Identified Student Need(s):</u> Lack of a system to track student progress and target supports needed.
4	<u>Targeted Subgroup:</u> English Language Learners- 3 <u>Identified Student Need(s):</u> Lack of a system to track student progress and target supports needed.



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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
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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.	4	100% of incoming Kindergarten are tested using the KEA. Teacher will build support and academic success with students through her parent survey at the beginning of the year incorporating MTSS. This includes building relationships with parents and students. - All students will receive instruction in foundational skills using the reading program Wonders and Eureka Squared for math. Tier one RTI is implemented during instruction and Tier two instruction is built into the daily schedule for 20 minutes a day. - All incoming kindergartners will be invited to a transition time with Kinder Camp prior to school starting.	100% of the KEA Scores will be inputted by August 19, 2026. For new students throughout the year, it will be a rolling deadline. The Kindergarten teacher will have educational info & info from 100% of the parents parents - social & emotional at the beginning of the year. Progress Monitoring- On-line reports three times a year for K-8. Our goal is to see an increase of 10% by the end of the year of all tested students.	☐ WSF, \$ ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Reading Proficiency 1.1.2 All students read proficiently and those who do not receive necessary support to become proficient.	1,2	1. All students not reaching grade level in the classroom in reading will receive reading intervention in either Tier I, II, or III RTI. Intentional groupings of RTI by teachers and specifically designed time for RTI. Possibility of walk to read/math during RTI time. 2. Explicit vocabulary instruction will be delivered daily in the classroom to all K-5 students. 3. PEBC strategies will be used in classrooms to support literacy comprehension and strategies from PEBC shared during PLCs. 4. Middle school will continue to develop a literacy program, CommonLit 360. 5. District focus will be on MTSS-Reading this year and our school will be participating in MTSS PD online throughout the year.	100% of the students will be progress monitored through NWEA, pre/post assessments administered in the classroom. Our goal is to have 50% of our students testing on grade level by the end of the year with NWEA testing. Progress monitoring will be done with weekly assessments looked at during PLC time.	☒ WSF, \$15,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	1,2	1. Provide training to all staff on what RTI is and how to support not just lower level students but higher level students as well. 2. Staff will provide input into creating a structure and system for RTI referrals, exit criteria, and data analysis during their PLC times. 3. School will continue to adhere to district requirements for quarterly district math assessments and submit data to the district quarterly. 4. School and teachers will continue PD in the area of mathematics with Solution Tree and the district.	RTI Classes and Workshops will be provided in and out of school for teachers as well as peer support during PLT meetings. 100% of the teachers will implement RTI in their classrooms. Teachers will monitor student progress and growth through Grades, class assessments, NWEA universal screener, and SBAC scores. Our goal is to have 50% of our students testing on grade level at the end of the year on NWEA and 60% of our tested students meeting or exceeding on the SBA at the end of the year.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1, 2, 3	1. Student supports will be implemented throughout all classrooms (RTI, EL, Differentiation) 2. Continue to implement an aligned (K-5) vocabulary building program and implement it daily. This will help support our EL, SPED and students with additional support needs. 3. Support teachers or teachers who want to pursue professional development in any area supporting our targeted learners. 4. More time for Wonders PD to go deeper for ELA. 5. Fine tune systems, rituals, and routines during PLTs	Student progress will be monitored through SBA, NWEA, NGSS SBA, Grades, Attendance monitoring, WIDA, and Dibels. Our goal is to have 50% of our students testing on grade level at the end of the year on NWEA and 60% of our tested students meeting or exceeding on the SBA at the end of the year. For our WIDA test we want to see 2 tested students exit the program next year following the WIDA test. Our goal for all tested students on Dibels is to increase reading fluency by 10% at the end of the year.	☒ WSF, \$5000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	4	1. All incoming kindergartners will be invited to a transition time with Kinder Camp prior to school starting. 2. Continue to provide transition days for all grade levels, particularly our grade 5 moving to 6th, to see a day in the life of a middle schooler. 3. Continue to work with the High School to provide opportunities for parents and students to see and understand the pathways and sign up knowing what they are pursuing. This may include field trips to the high school, or the possibility of a whole day in the high school for our 8th graders. 4. Provide timely and scaffolded transition plans for our SPED students moving to middle school or high school. This includes meetings with the student, parent, outgoing SPED teacher and Incoming sped teacher. 5. Look at creating buddy programs for older students to be paired with younger ones to support the younger students in transitioning to the next grade.	Student transition success will be measured with SEL surveys through Panorama. Our goal is to have 100% participation in the SEL surveys with a 4% increase in each area by the end of the year. Meetings to provide smooth transitions for our middle schoolers and transitioning high school students with the next year sped team for 100% of our SPED students transitioning to middle and high school. Kinder camp sign up and participation . Our goal is to have 100% of our incoming Kindergarten students participate.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$1000 ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ 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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	4	1. School wide structure created for attendance and behavior incentives such as the tiger buck store. 2. We will continue to provide a robust after school offering to students to foster their interests and hobbies.	School wide attendance and the panorama survey will provide evidence of student desire to attend school. The goal will be to decrease our Chronic absenteeism by 3% by the end of the year. Regular check-ins quarterly and follow ups with the parents will be ongoing monitoring of our progress. After school program enrollment will be monitored and compared to attendance rates.	☒ WSF, \$8000 ☐ 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.	4	1. Consistent school wide positive reinforcement of SEL behavior and instruction. Look at quarterly GLO awards. 2. Continue the system of positive behavior incentives to be implemented school wide (ie. Tiger bucks K-8, Field Days, school dances, class parties, etc.) 3. Implement our Pa'auilo R.O.A.R. expectations. 4. Students who are struggling with school expectations may participate in our Behavior Academies.	The Counselor will provide Check ins, review Panorama survey data and SQS data with 100% of the faculty. The goal of 100% participation in each of the student surveys with an increase of 4% in each of the survey areas by the end of the year. Our goal of 100% participation by students in the positive behavior incentive program will be measured by how many Tiger bucks are cashed in. Reduction in referrals throughout the year. Non recurrence of behaviors following participation in the behavior academies.	☒ WSF, \$2000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	3, 4	1. Partnership with Hui Mau and Hawaiian Studies classes along with place based field trips with Hui Mau will support student understanding of Place. 2. Character Strong lessons implemented school wide and reinforced with Tiger Bucks MTSS. 3. Teachers incorporate place based learning experiences for students, as well as have PD provided to teachers to know what that would look like.	Annual documentation from Hui Mau and student reflection surveys with 100% participation will occur twice in the year, with the goal of an increase of 25% in each area by the end of the year. Character Strong lessons will be measured with the goal of 100% participation in class and tiger buck turn in will measure that participation.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:_Hawaiiian_, \$10,000
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★ **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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	3, 4	1. Middle school students can participate in SBG or elementary students in class jobs. 2. After school activities fostering career and student interests. 3. Students in grades 5-8 will attend district sponsored career expo. 4. Have middle school students take the RIASEC test prior to choosing pathways.	Teachers will reward student civic and community contributions with tiger bucks, spirit week, and field days at the end of the quarter. 100% of the students and teachers will participate in tiger bucks rewards. The goal is getting 50% of the student population to participate in one activity during the school year. After school enrollment will measure student interest and pursuit of their goals. Tiger	☒ WSF, \$4000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			bucks turned in throughout the year and students sign in for activities that will monitor our progress towards our goal.	
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.	1, 2, 3	1. Core academies with an emphasis on proficiency in reading, writing and math including opportunities for High School courses in 8th grade. 2. Teachers will implement Standard Based curriculum, RTI and Workshops, Electives, After School Enrichment. RTI will be implemented in the classroom for Tier 2 interventions. Pa'auilo School will offer High School courses, such as Algebra 1 to Middle School. 3. Elementary students are exposed to different courses through resources.	Teachers will measure student success through Formative/Summative assessments, Promotion from Middle School, End of course exam, and SBA Block tests. The goal being 65% of our students passing the SBA ELA, Math and Science tests. The goal of 100% of student enrollment in high school level courses will provide evidence of student growth in content areas.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$4000 ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.3.3. All students graduate high school with a personal plan for their future.	3, 4	1. All students in grades 5-8 attend the district sponsored career expo. 2. Students are exposed to possible career options through after school activities, electives, and resource time.	This will be measured by exploratory feedback, interest in sign ups for electives and feedback on after school program	☒ WSF, \$2000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	3, 4	- All teachers will utilize the PLC process to implement best practice strategies to plan and modify instruction informed by formative assessment data. - PD on RTI will be provided for the staff when implementing Tier I, II, and III RTI in the classroom. This will support discussions during PLC.	100% of teachers are required to attend their PLC meetings weekly. All staff will be trained on RTI and how to implement it in their classrooms.	☒ WSF, \$40000 ☒ Title I, \$25000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
2.1.2 All teachers are effective or receive the	1, 2, 3, 4	All staff will participate in professional development provided through the CLSD grant to	NWEA, SBA, and grades will be	

necessary support to become effective.		support MTSS-R. As well as PD on the Science of Reading - Administration will reach out to the District I&M for new teachers to align them with a mentor, or assign a school level mentor to new teachers to the school. - All teachers who are probationary or on cycle for EES will be evaluated by administration. - Guiding Coalition will create walkthrough criteria to be used by administration and peer walkthroughs. Data will be shared with all teachers. - Peer walkthroughs focusing on agreed needs. - Continued EA district training should it continue to be available.	monitored for effective teaching. Mentors will be provided for new teachers. 100% of teachers will receive PD on effective RTI strategies in reading. All probationary and teachers on cycle will participate in EES. Walkthrough data will be analyzed quarterly.	
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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	4	1. SCC will have all positions filled and meet monthly with the school principal. 2. Involve Leadership class in getting student input and create a platform for student voice.	100% of SCC minutes will be posted in a timely manner on the school website for all stakeholders to review along with scheduled meeting agendas. SEL survey feedback will provide evidence of student voice and feedback. The goal of 100% participation in the survey by students with the goal of 4%	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

			increase in each surveyed area by the end of the year.	
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★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.	4	1. The school will schedule regular parent/community/student involvement activities. 2. The school will conduct regularly scheduled parent-teacher meetings. 3. Administration will encourage parents to create a PTA or PTO to encourage more parent voice and involvement. 4. SCC meeting reminders will be sent out monthly via parent square to encourage parent involvement.	Progress will be determined by the Turn-out sign in at all parent nights and Participation Community feedback. With the goal of a 10% increase of parent participation by the end of the year and 75% parent participation in parent teacher conferences. Communication to parents will be through Parent square, Google classroom, and parent teacher conferences.	☒ WSF, \$900 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Pa'auilo Elementary and Intermediate 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 <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>	Elementary- 1116 Intermediate-1084
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we asked for two days to be used for parent conferences rather than getting out early for 10 days.
Bell Schedule: Pa'auilo Elementary Bell Schedule Pa'auilo Intermediate Bell Schedule	

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Paauilo El & Inter 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 11/10/26

☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 4/15/26

☒ Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

Full Faculty 3/27/26

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: Date 4/15/26

Attested:

Margaret MacGregor
Typed name of school principal

Signature

4/15/26
Date

Dave Smith
Typed name of SCC chairperson

Signature

4/15/26
Date

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:

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

Need more time to review the plan prior to the meeting. 24 hours was not enough time.

Bell Schedule Formation Process:

According to the Hawaii State Teachers Association Collective Bargaining Agreement Article VI, Section DD.5 through DD.8:

1. Implementation of this bell schedule shall require a collaborative process involving all active bargaining unit members at the school and the administration.
2. Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school. Development of the schedule shall be done through a collaborative process involving all active bargaining unit members at the school and the administration. The schedule may be one of four or more Department-approved model schedules, developed with input with the Association.
3. If all active bargaining unit members and the administration achieve consensus, the schedule shall be adopted for the school. For the purpose of this decision, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.
4. If consensus is not achieved, then the principal shall put the proposed schedule to a vote of the active bargaining unit members. The schedule shall be adopted if approved by 66 2/3% of the members voting. If the vote is not approved by 66 2/3%, the principal shall select a schedule from the Department Approved model bell schedules listed below.

Department Approved Model Bell Schedules:

2013 Department Approved Model Elementary School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1LuywZr8VEMj-0ek4KZokaGxv8_dy1aW-8cdz6vo/edit?pid=1168263991&pid=1168263991
2013 Department Approved Model Intermediate School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1B-1-J-EFyTxlIec8awbZFxo66g-JUmstIEFFYAllogo/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule A	https://docs.google.com/spreadsheets/d/1H44q7PF9HtR8W1QGNXp8HNV9R2jmbOSYf6MshVUGU/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1T2NtNthYzRD57RMlpDyvb80m_CxyFHzbWpMjxNM/edit?pid=120021145&pid=120021145

Bell Schedule Waiver / Exception Process:

Outcome: A bell schedule that does not comply with all criteria in cells AC43 to AC 52 will require a School Community Council waiver.

Policies: According to Hawaii Board of Education Policies [106.5](#) and [500.20](#) and Hawaii Revised Statutes [302A-251](#), schools may request waivers from specific Hawaii Board of Education policies, Hawaii State Department of Education policies, rules or regulations, or exceptions to specific collective bargaining agreement provisions. To request the School Community Council Waiver / Exception Request Form, please email: scc@k12.hi.us.

Process: All bell schedule waiver requests are to be approved by the School Community Council, then approved by the Complex Area Superintendent, and then approved by the Superintendent. Requests for a waiver are then shared with the Waiver / Exception Review Committee (also known as 2+2) which consists of two Hawaii State Teachers Association representatives and two Hawaii Board of Education representatives or their designees OR two representatives from the Hawaii Governmental Employees Association and two Hawaii Board of Education representatives or their designees. Any request impacting the Hawaii State Teachers Association collective bargaining agreement must be agreed to by both the Hawaii State Teachers Association and the Hawaii State Department of Education. The review committee is informed only without taking a vote on 1) waivers from Hawaii State Department of Education procedures, rules, or regulations unrelated to the collective bargaining agreement and 2) waivers from Hawaii Board of Education policies unrelated to the collective bargaining agreement. The review committee reviews and must vote on 1) waivers from Hawaii Board of Education policies or 2) any exception to the collective bargaining agreement. Recommendations from the Waiver / Exception Review Committees are shared with the Board of Education for final approval. The Principal is required by Hawaii Board of Education policy [106.5](#) to present the proposal to the Hawaii Board of Education. In addition, Complex Area Superintendents are encouraged to attend the Hawaii Board of Education meeting. Waivers shall be effective for up to one school year.

Other Bell Schedule Examples That Can Be Used As a Starting Point if Your School Would Like a More Customized Bell Schedule Option:

Elementary School Bell Schedule 1 2022-2023 - Traditional Schedule	https://docs.google.com/spreadsheets/d/1eM5zFzU	Traditional elementary school bell schedule.
Elementary School Bell Schedule 2 2022-2023 - Weekly Resource Day	https://docs.google.com/spreadsheets/d/1S_nQok8	Each grade level has a Resource Day once a week. Students rotate through 40 minute classes of PE, Music, Hawaiian Studies during which time teachers have a total of 105 minutes for professional development, data team or grade level meetings and an additional 40 minute prep period.
Elementary School Bell Schedule 3 2022-2023 - Afternoon Recess	https://docs.google.com/spreadsheets/d/1FU_8dMn	This bell schedule has an afternoon recess.
Elementary School Bell Schedule 4 2022-2023 - Recess Before Lunch	https://docs.google.com/spreadsheets/d/11-MeNIDn	This bell schedule features recess before lunch.
Elementary School Bell Schedule 5 2022-2023 - Response to Intervention Periods	https://docs.google.com/spreadsheets/d/1K2BOSj3f	This bell schedule includes three 30 minute Response to Intervention periods per week.
Elementary School Bell Schedule 6 2022-2023 - Articulation Every Other Week	https://docs.google.com/spreadsheets/d/1KW3RjRt	This bell schedule has an Articulation Day every other Thursday for PE, Library, and Guidance. Teachers use that time for prep and meetings.
Elementary School Bell Schedule 7 2022-2023 - Breakfast Club	https://docs.google.com/spreadsheets/d/1gZCnNe4	The school day begins in the cafeteria where students eat breakfast before going to class. Particularly effective in Community Eligibility Provision schools where all students eat school meals for free.
Middle School Bell Schedule 1 2022-2023	https://docs.google.com/spreadsheets/d/19oDMtGd	5 on 6 floating prep with common prep periods at the end of every day. Advisory meets every day for 30 minutes.
Middle School Bell Schedule 2 2022-2023	https://docs.google.com/spreadsheets/d/19o5a9i8P	6 on 7 floating prep with common prep periods at the end of the day on Thursday and Fridays as well. Team preparation periods are on Wednesdays along with a "Team Flex" period on Thursdays where teams can meet up and plan.
Middle School Bell Schedule 3 2022-2023	https://docs.google.com/spreadsheets/d/10WQuNF	5 on 6 floating prep with common prep periods at the end of the day on Tuesday, Thursday, and Friday. Rotating schedule results in a full cycle completed every 2 weeks.
Middle School Bell Schedule 4 2022-2023	https://docs.google.com/spreadsheets/d/1SRPmbg	5 on 7 floating prep with meetings afterschool everyday except for Tuesday. Tuesday afterschool is a study hall.
Middle School Bell Schedule 5 2022-2023	https://docs.google.com/spreadsheets/d/18V7h7Rv	6 on 7 with floating team meeting. Common prep everyday afterschool. Teacher meetings held on Wednesday afterschool. Advisory held every day.
Middle School Bell Schedule 6 2022-2023	https://docs.google.com/spreadsheets/d/1TDL8fdo	6 on 7 floating prep and teachers are able to select an AM or PM prep for 45 minutes each day. Meetings on Wednesday and time set aside Friday afternoon to enter grades into Infinite Campus.
Middle School Bell Schedule 7 2022-2023	https://docs.google.com/spreadsheets/d/1YVhE71	5 on 6 floating prep and common prep afterschool on Monday, Tuesday, and Friday. Advisory everyday and teacher meeting on Thursday afterschool. Study Hall for students on Wednesday and Friday afterschool.
Middle School Bell Schedule 8 2022-2023	https://docs.google.com/spreadsheets/d/1vM3_rpd	5 on 6 floating prep. Meetings afterschool on Tuesday, Wednesday, and Thursday. Agreement reached with union to reduce work day by 30 minutes on Monday and Friday and extended by 30 minutes on Tuesday and Thursday. Advisory on Wednesday.
High School Bell Schedule 1 2022-2023 - 5 on 7	https://docs.google.com/spreadsheets/d/1187zv62C	Teachers are 5 on 7 with two floating preps. Instructional time includes 1 35 minute Advisory. Meetings on Wednesdays.
High School Bell Schedule 2 2022-2023 - Two Week 6 on 8	https://docs.google.com/spreadsheets/d/1Ti6Zwhv1	Teachers are 6 on 8 with two floating preps. Instructional time includes Advisory. 75 minute meeting on Wednesdays. This is a 2 week schedule. Week 1 starts with Schedule A, and week 2 starts with Schedule B.
High School Bell Schedule 3 2022-2023 - Block Schedule	https://docs.google.com/spreadsheets/d/1pw71Gf3	This is a block schedule. Teachers are 3 on 4 with one floating prep and four common preps. 90 minute meeting on Tuesday and 60 minute meeting on Wednesday.
High School Bell Schedule 4 2022-2023 - Later Start Time	https://docs.google.com/spreadsheets/d/15Qe0f8u	Students start school at 8:30 am. Teachers can choose an AM or PM common prep period of 45 minutes. This example illustrates both. With the 6 on 7 schedule, teachers also have one floating prep period.

Other Considerations:

Your bell schedule is the resource allocation of time in furthering your school's educational goals. When creating your bell schedule, consider:

- How does your bell schedule fit with your school's academic and financial plan?
- What priorities does the school administration, school staff, school community council, parents, students, etc. want to emphasize? (i.e. longer instruction times for more hands on learning, shorter instruction times to keep students focused, longer recess times, later school start times, etc.)
- Bell schedule impact on student transportation both for your school and your neighboring schools?
- Bell schedule impact on student meals? Cafeteria seating capacity and meal distribution capacity?
- Student start times effect on educational performance?
- Student end times effect on after school programs such as A+, sports, extra classes, etc.?
- Communicate and share ideas with other principals who may have found innovation in their bell schedule that could work for your school.
- While there are legal and union contract requirements for compliance (unless obtaining a Board of Education waiver), schools have flexibility to emphasize and de-emphasize categories. Every decision has a tradeoff by increasing / decreasing time allocated for each category.

Additional Questions:

If you have additional questions and would like to speak to a person, please contact:

Brandon Lee: Brandon.T.Lee@k12.hi.us or (808) 282-5661

Jaron Takumi: Jaron.Takumi@k12.hi.us or (808) 798-6107

Ken Kakesako: Ken.Kakesako@k12.hi.us or (808) 282-3430

Policy, Innovation, Planning and Evaluation Branch: legcoordinate@k12.hi.us

BELL SCHEDULE -- Paulo Intermediate School (NOTE: PERIOD 2 AND THE "PASSING" BEFORE IT IS "TEACHER PREP - DURING STUDENT HOURS" TO SIMULATE THE TEACHER PREP PERIOD)

FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations

WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, PLEASE PUT "XXX" IN THE SPACE TO THE RIGHT: XXX

Monday						Tuesday						Wednesday						Thursday						Friday					
Student Start Time 8:00 AM						Student Start Time 8:00 AM						Student Start Time 8:00 AM						Student Start Time 8:00 AM						Student Start Time 8:00 AM					
Teacher Start Time 8:00 AM						Teacher Start Time 8:00 AM						Teacher Start Time 8:00 AM						Teacher Start Time 8:00 AM						Teacher Start Time 8:00 AM					
Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)	
8:00 AM	8:15 AM	15	Homeroom	Protocol		8:00 AM	8:15 AM	15	Advisory			8:00 AM	8:15 AM	15	Advisory			8:00 AM	8:15 AM	15	Advisory			8:00 AM	8:15 AM	15	Homeroom		
8:15 AM	8:19 AM	4	Passing			8:15 AM	8:19 AM	4	Passing			8:15 AM	8:19 AM	4	Passing			8:15 AM	8:19 AM	4	Passing			8:15 AM	8:19 AM	4	Passing		
8:19 AM	9:15 AM	56	Instruction	Period 1		8:19 AM	9:15 AM	56	Instruction	Period 2		8:19 AM	9:15 AM	56	Instruction	Period 1		8:19 AM	9:15 AM	56	Instruction	Period 3		8:19 AM	9:15 AM	56	Instruction	Period 4	
9:15 AM	9:19 AM	4	Passing			9:15 AM	9:19 AM	4	Passing			9:15 AM	9:19 AM	4	Passing			9:15 AM	9:19 AM	4	Passing			9:15 AM	9:19 AM	4	Passing		
9:19 AM	10:15 AM	56	Instruction	Period 2		9:19 AM	10:15 AM	56	Instruction	Period 3		9:19 AM	10:15 AM	56	Instruction	Period 2		9:19 AM	10:15 AM	56	Instruction	Period 4		9:19 AM	10:15 AM	56	Instruction	Period 3	
10:15 AM	10:30 AM	15	Recess			10:15 AM	10:30 AM	15	Recess			10:15 AM	10:30 AM	15	Recess			10:15 AM	10:30 AM	15	Recess			10:15 AM	10:30 AM	15	Recess		
10:30 AM	10:34 AM	4	Passing			10:30 AM	10:34 AM	4	Passing			10:30 AM	10:34 AM	4	Passing			10:30 AM	10:34 AM	4	Passing			10:30 AM	10:34 AM	4	Passing		
10:34 AM	11:30 AM	56	Instruction	Period 3		10:34 AM	11:30 AM	56	Instruction	Period 4		10:34 AM	11:30 AM	56	Advisory	AM Advisory		10:34 AM	11:30 AM	56	Instruction	Period 1		10:34 AM	11:30 AM	56	Instruction	Period 2	
11:30 AM	12:00 PM	30	Lunch			11:30 AM	12:00 PM	30	Lunch			11:30 AM	12:00 PM	30	Lunch			11:30 AM	12:00 PM	30	Lunch			11:30 AM	12:00 PM	30	Lunch		
12:00 PM	12:10 PM	10	Recess			12:00 PM	12:10 PM	10	Recess			12:00 PM	12:10 PM	10	Recess			12:00 PM	12:10 PM	10	Recess			12:00 PM	12:10 PM	10	Recess		
12:10 PM	12:15 PM	5	Passing			12:10 PM	12:15 PM	5	Passing			12:10 PM	12:15 PM	5	Passing			12:10 PM	12:15 PM	5	Passing			12:10 PM	12:15 PM	5	Passing		
12:15 PM	1:11 PM	56	Instruction	Period 4		12:15 PM	1:10 PM	55	Instruction	Period 6		12:15 PM	1:10 PM	55	Advisory	PM Advisory		12:15 PM	1:10 PM	55	Instruction	Period 6		12:15 PM	1:11 PM	56	Instruction	Period 1	
1:11 PM	1:15 PM	4	Passing			1:10 PM	1:15 PM	5	Passing			1:10 PM	1:15 PM	5	Closing			1:10 PM	1:15 PM	5	Passing			1:10 PM	1:15 PM	5	Passing		
1:15 PM	2:10 PM	55	Teacher Prep - C	PMS (core tchrs in 5,6, or 7)		1:15 PM	2:10 PM	55	Instruction	Period 7		1:15 PM	2:00 PM	45	Teacher Prep - C			1:15 PM	2:10 PM	55	Teacher Prep - C	Period 5		1:15 PM	2:10 PM	55	Instruction	Period 7	
2:10 PM	2:15 PM	5	Closing	Homeroom		2:10 PM	2:15 PM	5	Closing			2:00 PM	2:15 PM	5	Closing			2:10 PM	2:15 PM	5	Closing	Homeroom		2:10 PM	2:15 PM	5	Closing	Homeroom	
2:15 PM	3:00 PM	45	Meetings			2:15 PM	3:00 PM	45	Teacher Prep - C									2:15 PM	3:00 PM	45	Meetings			2:15 PM	3:00 PM	45	Teacher Prep - C		

Place for Notes for Yourself as You Think About How to Fill Out the Schedule: Assumes one prep per core teacher during school hours and a maximum of three lunch recess duties per week, although a maximum of one is preferable as with last year.

																		Total Minutes			
Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	Student Minutes:	315	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	1,815			
	Teacher Instruct Time:	224		(Instruction, Advisory)	Teacher Instruct Time:		293	(Instruction, Advisory)		Teacher Instruct Time:	238		(Instruction, Advisory)	Teacher Instruct Time:		238	(Instruction, Advisory)	Teacher Instruct Time:	279	(Instruction, Advisory)	1,272
	Teacher Duty-free Lunch:	30		(Lunch)	Teacher Duty-free Lunch:		30	(Lunch)		Teacher Duty-free Lunch:	30		(Lunch)	Teacher Duty-free Lunch:		30	(Lunch)	Teacher Duty-free Lunch:	30	(Lunch)	150
Teacher Prep Time:	55	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	Teacher Prep Time:	55	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	245			
Teacher "Other" Time:	111	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	Teacher "Other" Time:	52	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	Teacher "Other" Time:	107	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	Teacher "Other" Time:	97	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	Teacher "Other" Time:	66	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	Teacher "Other" Time:	66	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	433			

Summary	M T W T F	W
Total Teacher Workday	7:00:00	7:00:00
Student Start Time	8:00 AM	8:00 AM
Student End Time	2:15 PM	1:15 PM
Teacher Start Time	8:00 AM	8:00 AM
Teacher End Time	3:00 PM	3:00 PM

Your School's Bell Schedule Results:

- Student instructional minutes (bell to bell)
- Teacher instruction is a maximum of 1,283 minutes
- Teacher duty-free lunch is a minimum of 1,283 minutes
- Teacher prep time is a minimum of 225 minutes
- Teacher "other" time is a maximum of 440 minutes

Your School's Bell Schedule Results:

- Student instructional minutes (bell to bell) is a minimum of 1,800 minutes per week.
- Teacher instruction is a maximum of 1,285 minutes per week.
- Teacher duty-free lunch is a minimum of 150 minutes per week.
- Teacher prep time is a minimum of 225 minutes per week.
- Teacher "other" time is a maximum of 440 minutes per week including meetings (faculty, departmental, grade level, curriculum), opening/closing time, recess, and other.
- Teacher workday is a maximum of 35 hours per week.
- Teacher is scheduled to work no longer than a 7 hour day or use a rotating block or other non-traditional schedules.
- Teacher endtime is no later than 4:30 PM.
- Manually check to ensure teachers teach for no more than 180 consecutive minutes without a break, lunch, or recess of no less than 15 minutes.
- Manually check to ensure teacher prep time should be at least 45 minutes per block.

School	Complies?
1,815	Yes
1,272	Yes
150	Yes
245	Yes
433	Yes

7:00	Yes
Not later than 4:30 PM	Yes
Manually Enter Yes or No: --->	Yes
Manually Enter Yes or No: --->	Yes

All Yes: Your proposed schedule is approved and can be implemented

Detailed Category Instructions:

Opening	Time used to describe starting the student day.
Homeroom	A class or room where students, often in the same grade level, meet to get general information and / or be checked for attendance.
Passing	Time provided for students to transport themselves between activities.
Instruction	Time during which students receive instruction and learn course material from a teacher. According to Hawaii State Department of Education Regulation 4530.1, "one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year." This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course).
Recess	A break time where study or work is temporarily stopped.
Lunch	Time provided for students to eat meals. Breakfast, student snacks, and after-school feeding times would only count if they are mandatory for all students and it is considered part of the hours that all students must be at school.
Teacher Prep - During Student Hours	During the student school day, preparation periods are used for the pursuit of personally initiated school tasks in preparing for instructions, evaluating students, and performing other instruction-related activities. A preparation period shall not be used for personal or Hawaii State Teacher Association business or activities. Each teacher shall determine when and how the teacher will use the preparation period consistent with this requirement. Since this occurs during school hours, it is likely that students may still be receiving instruction from other teachers but this represents the teacher's non-instructional period.
Study Hall	Study hall is largely student self-directed time and not a credit-bearing course. Teachers are not be required to prepare for instruction, deliver instruction, and / or provide a grade during study hall.
Closing	Time used to describe ending the student day.
Teacher Prep - Outside Student Hours	Outside of student hours, preparation periods are used for the pursuit of personally initiated school tasks in preparing for instructions, evaluating students, and performing other instruction-related activities. A preparation period shall not be used for personal or Hawaii State Teacher Association business or activities. Each teacher shall determine where and how the teacher will use the preparation period consistent with this requirement.
Advisory	Time provided to give flexibility to describe when a teacher provides either formal or informal instruction to some but not all students. An example would be assisting a small group of students with their Personal Transition Plan. In this example, it is different from regular mandated instruction to all students.
Meetings	Meetings describe formalized meetings that a teacher attends either amongst other school staff, parent(s), or student(s). This meeting category should not describe meeting with all students as that would be considered instructional time.

Bell Schedule Formation Process:

According to the Hawaii State Teachers Association Collective Bargaining Agreement Article VI, Section DD.5 through DD.8:

1. Implementation of this bell schedule shall require a collaborative process involving all active bargaining unit members at the school and the administration.

2. Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school. Development of the schedule shall be done through a collaborative process involving all active bargaining unit members at the school and the administration. The schedule may be one of four or more Department-approved model schedules, developed with input with the Association.

3. If all active bargaining unit members and the administration achieve consensus, the schedule shall be adopted for the school. For the purpose of this decision, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.

4. If consensus is not achieved, then the principal shall put the proposed schedule to a vote of the active bargaining unit members. The schedule shall be adopted if approved by 66 2/3% of the members voting. If the vote is not approved by 66 2/3%, the principal shall select a schedule from the Department Approved model bell schedules listed below.

Department Approved Model Bell Schedules:

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2013 Department Approved High School Model Bell Schedule A	https://docs.google.com/spreadsheets/d/1mkvUlmwDac7d4-y7e-JIS6POA6loP5/edit#gid=208172428
2013 Department Approved High School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1onYhku2yOPakd4HC747_mz3DhxF8m8u/edit#gid=208172428

Bell Schedule Waiver / Exception Process:

Outcome: A Bell schedule that does not comply with all criteria in cells AC43 to AC 52 will require a School Community Council waiver.

Policies: According to Hawaii Board of Education Policies [106.5](#) and [500.20](#) and Hawaii Revised Statutes [202A-251](#), schools may request waivers from specific Hawaii Board of Education policies, Hawaii State Department of Education policies, rules or regulations, or exceptions to specific collective bargaining agreement provisions. To request the School Community Council Waiver / Exception Request Form, please email: scc@k12.hi.us.

Process: All bell schedule waiver requests are to be approved by the School Community Council, then approved by the Complex Area Superintendent, and then approved by the Superintendent. Requests for a waiver are then shared with the Waiver / Exception Review Committee (also known as 2+2) which consists of two Hawaii State Teachers Association representatives and two Hawaii Board of Education representatives or their designees OR two representatives from the Hawaii Governmental Employees Association and two Hawaii Board of Education representatives or their designees. Any request impacting the Hawaii State Teachers Association collective bargaining agreement must be agreed to by both the Hawaii State Teachers Association and the Hawaii State Department of Education. The review committee is informed only without taking a vote on 1) waivers from Hawaii State Department of Education procedures, rules, or regulations unrelated to the collective bargaining agreement and 2) waivers from Hawaii Board of Education policies unrelated to the collective bargaining agreement. The review committee reviews and must vote on 1) waivers from Hawaii Board of Education policies or 2) any exception to the collective bargaining agreement. Recommendations from the Waiver / Exception Review Committees are shared with the Board of Education for final approval. The Principal is required by Hawaii Board of Education policy [106.5](#) to present the proposal to the Hawaii Board of Education. In addition, Complex Area Superintendents are encouraged to attend the Hawaii Board of Education meeting. Waivers shall be effective for up to one school year.

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Elementary School Model Bell Schedule 4 2022-2023 - Recess Before Lunch	https://docs.google.com/spreadsheets/d/1LMPNlQ	This bell schedule features recess before lunch.
Elementary School Model Bell Schedule 5 2022-2023 - Response to Intervention Periods	https://docs.google.com/spreadsheets/d/1k28OSj3	This bell schedule includes three 30 minute Response to Intervention periods per week.
Elementary School Model Bell Schedule 6 2022-2023 - Articulation Every Other Week	https://docs.google.com/spreadsheets/d/1kW3RjU	This bell schedule has an Articulation Day every other Thursday for PE, Library, and Guidance. Teachers use that time for prep and meetings.
Elementary School Model Bell Schedule 7 2022-2023 - Breakfast Club	https://docs.google.com/spreadsheets/d/1qZCnNe	The school day begins in the cafeteria where students eat breakfast before going to class. Particularly effective in Community Eligibility Provision schools where all students eat school meals for free.
Middle School Model Bell Schedule 1 2022-2023	https://docs.google.com/spreadsheets/d/19u0MnG	5 on 6 floating prep with common prep periods at the end of every day. Advisory meets every day for 30 minutes.
Middle School Model Bell Schedule 2 2022-2023	https://docs.google.com/spreadsheets/d/10SoA9lP	6 on 7 floating prep with common prep periods at the end of the day on Thursday and Fridays as well. Team preparation periods are on Wednesdays along with a "Team Flex" period on Thursdays where teams can meet up and
Middle School Model Bell Schedule 3 2022-2023	https://docs.google.com/spreadsheets/d/10WQUNf	5 on 6 floating prep with common prep periods at the end of the day on Tuesday, Thursday, and Friday. Rotating schedule results in a full cycle completed every 2 weeks.
Middle School Model Bell Schedule 4 2022-2023	https://docs.google.com/spreadsheets/d/158Pmbg	5 on 7 floating prep with meetings afterschool everyday except for Tuesday. Tuesday afterschool is a study hall.
Middle School Model Bell Schedule 5 2022-2023	https://docs.google.com/spreadsheets/d/18Y7h78	6 on 7 with floating team meeting. Common prep everyday afterschool. Teacher meetings held on Wednesday afterschool. Advisory held every day.
Middle School Model Bell Schedule 6 2022-2023	https://docs.google.com/spreadsheets/d/1Dl8fdd	6 on 7 floating prep and teachers are able to select an AM or PM prep for 45 minutes each day. Meetings on Wednesday and time set aside Friday afternoon to enter grades into Infinite Campus.
Middle School Model Bell Schedule 7 2022-2023	https://docs.google.com/spreadsheets/d/1YWH7	5 on 6 floating prep and common prep afterschool on Monday, Tuesday, and Friday. Advisory everyday and teacher meeting on Thursday afterschool. Study Hall for students on Wednesday and Friday afterschool.
Middle School Model Bell Schedule 8 2022-2023	https://docs.google.com/spreadsheets/d/1W3_rpd	5 on 6 floating prep. Meetings afterschool on Tuesday, Wednesday, and Thursday. Agreement reached with union to reduce work day by 30 minutes on Monday and Friday and extended by 30 minutes on Tuesday and Thursday.
High School Model Bell Schedule 1 2022-2023 - 5 on 7	https://docs.google.com/spreadsheets/d/1187n62	Teachers are 5 on 7 with two floating preps. Instructional time includes 1 35 minute Advisory. Meetings on Wednesdays.
High School Model Bell Schedule 2 2022-2023 - Two Week 6 on 8	https://docs.google.com/spreadsheets/d/1162vWly	Teachers are 6 on 8 with two floating preps. Instructional time includes Advisory. 75 minute meeting on Wednesdays. This is a 2 week schedule. Week 1 starts with Schedule A, and week 2 starts with Schedule B.
High School Model Bell Schedule 3 2022-2023 - Block Schedule	https://docs.google.com/spreadsheets/d/1aeW16E	This is a block schedule. Teachers are 3 on 4 with one floating prep and four common preps. 90 minute meeting on Tuesday and 60 minute meeting on Wednesday.
High School Model Bell Schedule 4 2022-2023 - Later Start Time	https://docs.google.com/spreadsheets/d/15Q0vRv	Students start school at 8:30 am. Teachers can choose an AM or PM common prep period of 45 minutes. This example illustrates both. With the 6 on 7 schedule, teachers also have one floating prep period.

Other Considerations:

Your bell schedule is the resource allocation of time in furthering your school's educational goals. When creating your bell schedule, consider:

- How does your bell schedule fit with your school's academic and financial plan?
- What priorities does the school administration, school staff, school community council, parents, students, etc. want to emphasize? (i.e. longer instruction times for more hands on learning, shorter instruction times to keep students focused, longer recess times, later school start times, etc.)
- Bell schedule impact on student transportation both for your school and your neighboring schools?
- Bell schedule impact on student meals? Cafeteria seating capacity and meal distribution capacity?
- Student start times effect on educational performance?
- Student end times effect on after school programs such as A+, sports, extra classes, etc.?
- Communicate and share ideas with other principals who may have found innovation in their bell schedule that could work for your school.
- While there are legal and union contract requirements for compliance (unless obtaining a Board of Education waiver), schools have flexibility to emphasize and de-emphasize categories. Every decision has a tradeoff by increasing / decreasing time allocated for each category.

Additional Questions:

If you have additional questions and would like to speak to a person, please contact:

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