NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Makawao Elementary School
Academic Plan
SY 2025-2026

3542 Baldwin Avenue, Makawao
808-727-5700
https://www.makawao.k12.hi.us

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

Submitted by Principal Ginifer Nania		Approved by Complex Area Superintendent Lori Yatsushiro	
(signature)	4/31/2025	*(signature)*	4/11/25

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 ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL
4	Select One ▾	Select One ▾		Hawaiians of Old

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-5	i-Ready Reading (online)	i-Ready Math (online)		
K, 2, 3, 5				Studies Weekly
K,1,2	Magnetic Reading			
K,1,2	ECRI			
K-5		Number Talks		

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: ECSSS

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-5	DIBELS ▾	Select One ▾
K-5	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	HI KRA ▾
K-5	WIDA Screener ▾	Select One ▾
Kindergarten	ESGI	ESGI

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)
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2020/2021   Year of Next Action: 2024-2025   Year of Next Self-Study: NA
Type of Last Visit: Mid-Cycle Report & Visit ▾   Type of Next Action: Full Self-Study ▾

	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	**Student Need:** Increase mathematical proficiency by 3-5% **Root/Contributing Cause:** • Inconsistent delivery of Tier 1 instruction • Students' lack of foundational math skills • Ineffective data teams process to meaningfully analyze classroom and student data to drive instruction • Chronic absenteeism
2	**Student Need:** Increase reading proficiency by 3-5% **Root/Contributing Cause:** • Inconsistent delivery of Tier 1 instruction • Inconsistent delivery of small group/differentiated instruction • Ineffective data teams process to meaningfully analyze classroom and student data to drive instruction • Chronic absenteeism
3	**Student Need:** Increase student attendance by 5-10%. **Root/Contributing Cause:**

- Social-emotional, economic, and/or other health challenges
- Elementary schools unable to file truancy for chronically absent families
- Lack of parental engagement or support for school attendance

	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:** English Learner (EL) students **Identified Student Need(s):** experiences in language and vocabulary development
2	**Targeted Subgroup:** Special Education students **Identified Student Need(s):** 3-5% of special education students in grades 3-5 need to demonstrate proficiency in reading
3	**Targeted Subgroup:** Socioeconomically disadvantaged students **Identified Student Need(s):** rigorous and engaging academic experiences

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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.	These assessments help teachers place students in classes in a way that meets the needs of all incoming kindergarteners.	• Kindergarten Jump Start will take place over the last two weeks of summer. Students will be able to learn skills, procedures, and kindergarten expectations. (SW6) • KEA kindergarten assessments will be given to all new kindergarten students at the beginning of the school year and as new kindergarten students enroll. (SW6) • The first two weeks of school for all kindergarteners will be a gradual entry program to help the students acclimate to school. (SW6) • ESGI Assessments will be given to all new kindergarten students at the beginning of the school year and as new kindergarten students enroll. (SW1 & SW6) • Parent surveys are given to all kindergarten families to understand how to best support their child's needs and their development up to the point of enrollment. (SW6)	KEA ESGI (Title 1) DIBELS (Title 1)	☐ WSF, $ ☑ Title I, $2,500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		Ginifer Nania (Principal) Wailana Purdy-Ka'ai (VP) Elisse Garland (VP) Joleen Pilotin (Academic Coach) Kindergarten Teachers		
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.	See Student Need #2 Contributing/Ro ot Cause	• **Improve implementation of the Data Teams process, leading to targeted/differentiated instruction to meet the needs of all students (PD to be provided to identify effective strategies)(SW1)** • **PD on differentiated/small group instruction (SW3 & SW6)** • **ECRI (SW1)** • **Improve Tier 1 instruction (SW3)** • **After-school tutoring (SW6)** **Ginifer Nania (Principal)** **Wailana Purdy-Ka'ai (VP)** **Elisse Garland (VP)** **Joleen Pilotin (Academic Coach)** **K-5 Teachers** **District Support**	i-Ready as Universal Screener for reading data (Gr. K-5) (Title 1) DIBELS data (Gr. K-5)(Title 1) Wonders assessments (Gr. K-5) K-2 ECRI Walkthroughs/ observations SBA scores (Gr. 3-5) Report Cards (Gr. K-5) Student Surveys KEA (Gr. K) ESGI (Gr. K)(Title I)	☑ WSF, $ ☑ Title I, $40,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | See Student Need #1 Contributing/Root Cause | • Improve implementation of the Data Teams process, leading to targeted/differentiated instruction to meet the needs of all students (PD to be provided to identify effective strategies)(SW1)
• PD on standards-based grading (SW1)
• New Math Project cohort to start Number Talks (SW3)
• Continued PD with math curriculum (SW3)
• Building Thinking Classrooms Cohort (SW3 & SW6)

Ginifer Nania (Principal)
Wailana Purdy-Ka'ai (VP)
Elisse Garland (VP)
Joleen Pilotin (Academic Coach)
District Support | i-Ready as Universal Screener for math data (Gr. K-5)(Title 1)

i-Ready Classroom Mathematics assessments (Gr. K-5) (Title 1)

Walkthroughs/observations

Listening to Learn (Title 1)

SBA scores (Gr. 3-5)

Report Cards (Gr. K-5)

Student Surveys

BKKM Math Project(Title 1)

KEA (Gr. K) | ☐ WSF, $
☑ Title I, $26,500
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | See Student Needs 1, 2, and 3 | EL PTT (SW6) EL push-in/pull-out instruction (SW6) Inclusion- co-teach/support facilitation (SW6) Ongoing EL professional development (SW6) Ongoing SPED professional development(SW6) Small group differentiated instruction(SW1, SW3 & SW6) Walkthroughs (SW3) Studies Weekly (SW1)
📄 24-25 Makawao Copy of BKKM Comprehensive EL ...

Ginifer Nania (Principal)
Wailana Purdy-Ka'ai (VP)
Elisse Garland (VP)
Joleen Pilotin (Academic Coach)
District EL
District SPED | i-Ready as Universal Screeners for reading and math data (grades K-5)(Title 1)

DIBELS (grades K-5) data (Title 1)

Wonders assessments (K-5)

Wonders Supplementals (K-5) (Title 1)

ECRI (K-2) Walkthroughs/observations

Social Studies (Title 1)

i-Ready Classroom Mathematics assessments (K-5)(Title 1)

SBA scores (3-5)

Report Cards (K-5)

Student Surveys

BKKM Math Project(Title1)

ESGI (Gr. K)(Title 1) | ☐ WSF, $
☑ Title I, $58,300
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | See Student Needs 1, 2, and 3 | Collaboration with middle school which includes Kalama faculty coming to Makawao to discuss scheduling, classes, electives, etc. Makawao 5th-grade students also visit Kalama School to tour the campus and visit staff. (SW2) All 5th-grade students with IEPs have a transition meeting before summer with Kalama School. (SW2) Ginifer Nania (Principal)
Wailana Purdy-Ka'ai (VP)
Elisse Garland (VP)
5th Grade Teachers
5th Grade Special Education Teachers
Grade Level Counselor
SSC | Emails

Agendas

IEP transition meetings | ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	See Student Need 3	Continue to implement effective strategies to improve school-wide student attendance and engage families. (SW1) • SEL parent engagement activities are carried out twice a year • Winter Wonderland, Spirit Weeks, STAR of the Month, May Day, Fall Parade, Open House, Parent-Teacher conferences, Book Fair, STEM night, PBL showcase, lunch bunches, Trunk-or-Treat, Spelling Bee, Morning Broadcast • Monitor daily attendance • Attendance is communicated and clearly stated in the student planner • Perfect attendance is awarded to students each month and announced on Morning Broadcast • The class with the highest percentage of perfect attendance each month is awarded the "Head of the Herd" trophy • Monthly perfect attendance statistics are displayed on a bulletin board on campus and communicated to families on ParentSquare • May Day • 5th Grade Banquet	Infinite Campus attendance reports Report Cards ParentSquare (Title 1) Agendas Sign-ins Morning Broadcast Panorama Survey Social Media/School Website ParentSquare	☐ WSF, $ ☑ Title I, $3,456 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ SAF, $ ☑ PTA, $

		Ginifer Nania (Principal) Wailana Purdy-Ka'ai (VP) Elisse Garland (VP) Joleen Pilotin (Academic Coach) Teachers (Pre-K- 5) PCNC PTA		

| 1.2.2. All students demonstrate positive behaviors at school. | See Student Need 3 | Implement consistent school-wide positive behavior supports so students will demonstrate stronger behavior choices and support positive SEL. (SW1 & SW3)

• Star of the Month celebrations
• SEL Program
• PLC Days SEL Lessons
• Morning Broadcast
• GLOs aligning with Hawaiian Values of the Month
• Field Trips
• 5th Grade Banquet
• Great Kindness Challenges
• Spirit Week(s)
• Value of the Month stickers
• MES Discipline Plan
• Student leadership opportunities (Student Government, Broadcast team, Media team, Welcoming Committee, Lost & Found team)

Ginifer Nania (Principal)
Wailana Purdy-Ka'ai (VP)
Elisse Garland (VP)
Joleen Pilotin (Academic Coach)
Teachers (Pre-K- 5)
Counselors
PCNC
PTA | Second Step (WSF)

Behavioral screener

eCSSS documentation

Report Cards

Monthly Ho'olaulima

Emails

ParentSquare (Title 1)

Social Media

Field Trips (WSF) | ☑ WSF, $9,750
☑ Title I, $3,456
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant: 'Āina Aloha $10,000
☑ Other: SAF $2,000 |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | See Student Needs 1,2 & 3. | Implement PD to support student learning through Hā Framework and nā Hopena Aʻo (SW5) PBL GLOs aligning with Hawaiian Values of the Month (SW5) Morning Broadcast Field Trips Gardening (Native plants) (SW5) Guest Speakers May Day (SW5) School-wide morning oli (SW5) ʻĀina Aloha room (SW5)
Ginifer Nania (Principal)
Wailana Purdy-Kaʻai (VP)
Elisse Garland (VP)
Joleen Pilotin (Academic Coach)
Teachers (Pre-K- 5)
Counselors
PCNC
PTA | Hoʻolaulima

Emails

ParentSquare

Social Media

PBL Showcase/Video (WSF)

PD Sign-in

Field Trips (WSF) | ☑ WSF, $14,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant: ʻĀina Aloha, $10,000
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	See Student Needs 1, 2 & 3	• Each teacher will support their students in creating and presenting 2 PBL projects. One project will be completed each semester with a culminating PBL showcase. (SW2) • All grade levels will utilize Field Trips to enhance their daily activities and support the PBL projects. (SW2) • Guest Speakers are welcomed throughout the school year to engage students in their daily learning. (SW2) • School/Community Work Days are ongoing throughout the school year to enrich daily learning. (SW2) • Fun Run is one of the largest fundraisers for the school year. All students participate in the Fun Run. The PTA plans and puts on the event. (SW2) • Morning Broadcast is student-led and is live every morning. Students apply to be on the Broadcast team and are selected based on a demonstration of student leadership abilities. (SW2) • Students are elected for the Student Government by their peers (SW2)	PBL Showcase (WSF) Student/Staff surveys Social Media Ho'olaulima Active Student Government (SAF)	☑ WSF, $5,000 ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other: SAF, $500

		Ginifer Nania (Principal) Wailana Purdy-Ka'ai (VP) Elisse Garland (VP) Joleen Pilotin (Academic Coach) Teachers (Pre-K- 5) Counselors PCNC PTA		

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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
Fully staffed Pre-K - 5 with highly qualified teachers.	See Student Needs 1,2 & 3.	Creating a school culture that attracts highly qualified teachers, resulting in a low turnover rate. (SW2) Providing ongoing PD opportunities to support staff. • Math Project • EL PD • PBL PD • Computer Science PD • Special Education PD Mentoring for all probationary teachers. NCT supports classroom teachers in reading and math. • Support and model Number Talks • Support and model ECRI • Support and model for the Writing Project	SQS Agendas TATP postings Mentoring minutes and logs Walkthroughs and coaching PLCs	☐ WSF, $ ☑ Title I, $8,500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		Ginifer Nania (Principal) Wailana Purdy-Ka'ai (VP) Elisse Garland (VP) Joleen Pilotin (Academic Coach) District Mentors		

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *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.	See Student Need 1,2, & 3	Ongoing SCC Meetings (SW4) PTA Meetings (SW4) Ginifer Nania (Principal) SCC Committee	SCC agendas and minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Provide various opportunities for families and community members to actively participate in school events.	See Student Needs 1 & 2	PBL Family Engagement Events Fun Run STEM Night Literacy Night Parent/Community Volunteers Senior Project Judging (Staff) (SW6) Ginifer Nanla (Principal) Wailana Purdy-Ka'ai (VP) Elisse Garland (VP) Joleen Pilotin (Academic Coach) Pre-K - 5, Special Education Teachers PTA PCNC	Agendas PBL Showcase (WSF) Ho'olaulima Social Media ParentSquare (Title 1)	☑ WSF, $5,000 ☑ Title I, $10,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:

★ Other Systems of Support

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row, including source of funds checkboxes)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ 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 Makawao 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 hours/year
Did your school submit a SCC Waiver Request Form? Please explain.	No, the school did not request additional waiver days beyond what is contractually offered.
Bell Schedule: MES Bell Schedule	