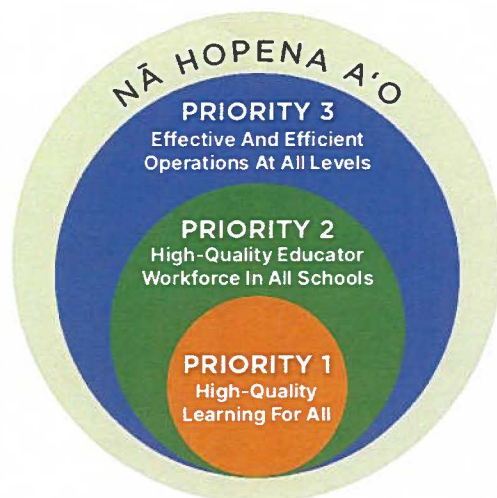
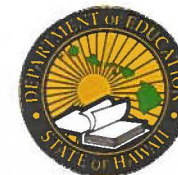




Pukalani Elementary School Academic Plan SY 2026-2027

2945 Iolani Street
Makawao, HI 96768
<https://www.pukalani.k12.hi.us>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Gary Kanamori	
<i>Gary Kanamori</i>	Apr 1, 2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

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

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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 ▾		
1-5			Amplify Science, Mystery Science	
K			Kinder Science, Mystery Science	
4				Hawaiians of Old

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-3	ECRI			
K-5	Heggerty mClass & mClass Intervention Boost Reading Reading Plus / Discovery ed	Freckle		
K	Kinder Writing Heidi Songs Starfall			
3-5	Reading Plus/ Discovery Education			
K-2	Reading A-Z			
3-5 GT	Renzulli	Renzulli	Renzulli	Renzulli

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	STAR Enterprise ▾	STAR Enterprise ▾
K-5	DIBELS ▾	
K	KEA ▾	
GT 3-5	Other: ▾ Naglieri	Other: ▾ Naglieri

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

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☒ Other current assessment/self-study report: [Pukalani Elementary Mid-Cycle School report 2024-25.docx](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

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

Year of Next Action: N/A

Type of Next Action: N/A

Year of Next Self-Study:

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	<u>Student Need:</u> Improve School-Wide Attendance Rate <u>Root/Contributing Cause:</u> Lack of community awareness regarding the correlation between daily attendance rate and student academic growth
2	<u>Student Need:</u> Continue growth in ELA at or above proficiency <u>Root/Contributing Cause:</u> High rate of absenteeism, need for curriculum training for teachers
3	<u>Student Need:</u> Continue growth in Math Proficiency <u>Root/Contributing Cause:</u> High rate of absenteeism, need for more small group instruction during tier 1 and implementation of tier 2 instruction

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> Low Socioeconomic Status Students <u>Identified Student Need(s):</u> resource allocation by ensuring access to funding, technology, and educational materials
2	<u>Targeted Subgroup:</u> English Learners + Exits <u>Identified Student Need(s):</u> provide targeted supports, interventions and access to general education content
3	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> provide targeted supports, interventions and access to general education content



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Only 42.9% of incoming Kindergarten students are showing readiness for Kindergarten on the KEA	Establish proper communication and other strategic systems in place to ensure strong community engagement in implementing the assessments. Continue the Implementation of our summer transition program "Kinder Camp" for students entering Kindergarten After KEA has been given to students, allow teachers a day to desegregate the data for planning purposes. Accountable Leads: Kindergarten Teachers, PCNC, Office Clerk	DIBELS, STAR Early Literacy and SEL PANORAMA	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Based on our STRIVE HI SY 2024-2025 report 58% of Grades 3-5 are meeting proficiency in ELA	Implement strong Tier 1 instruction by establishing healthy accountability among grade-level staff to increase the STRIVE HI Report to 62%. All teachers in grades K-2 will implement Enhanced Core Reading Instruction daily and with fidelity. New teachers will be trained and provided with implementation support and coaching. This explicit and systematic reading instruction follows the science of reading. To support students in meeting reading proficiency through developing writing skills teachers in grades 1 & 3-5 will participate in Foundational Writing Skills professional development. Trained teachers will receive coaching and support during the school year. Implementation of PANORAMA for data/intervention tracking Enhance RTI (Tier 2) instruction by providing MClass Intervention Training for Teachers, PTTs and EAs. Provide Afterschool Tutoring for students needing immediate intervention to meet at or above benchmark. Accountable Leads: Curriculum Coordinator, Academic Coaches, Teachers, Admin	DIBELS, STAR Early Literacy, SBA (Grades 3-5), PANORAMA	☒ WSF, \$ ☐ 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.	Based on our STRIVE HI SY 2024-2025 report 58% of Grades 3-5 are meeting proficiency in Math	Implement strong Tier 1 instruction by establishing healthy accountability among grade-level staff to increase the STRIVE HI Report to 60%. Continue Math Project participation and train new teachers After school math tutoring gr 4-5 Math RTI (using 4th PTT) Focus on Whole School Math Data Teams Building Thinking Classrooms Gr. 5 Accountable Leads: Curriculum Coordinator, Academic Coaches, Teachers, Admin	STAR, SBA (Grades 3-5), PANORAMA	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Based on our STRIVE HI SY 2024-2025 Achievement gap in ELA of 36% and Math of 38%	Focus on small group instruction in Tier 1 instruction Implementation of PANORAMA for data/intervention tracking Regular Reading RTI Regular Math RTI After-school tutoring Summer School Learning Hub Math Festival Accountable Leads: Curriculum Coordinator, Academic Coaches, Teachers, Admin	STAR, SBA (Grades 3-5), DIBELS, Student SGP, PANORAMA	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>		5th grade students visit Kalama SPED transition Meetings GT Transitions KEA (Kindergarten Assessment) Accountable Leads: Counselor, Admin, 5th grade teachers, SSC	ECSSS, progress reports	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Implement screening for GT students and support their needs through targeted instruction.	To meet the unique needs of all learners	Implement screening of GT students grades 2-5 using Naglieri Implement Renzulli Curriculum with GT students Implementation of PANORAMA for data/intervention tracking Accountable Lead: Academic Coach, Teachers. Admin	Naglieri Screener for Grades 2-5, Renzulli Curriculum for 3-5 qualifying students, PANORAMA	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	62% of students attend 90% of instructional days in SY24-25	Continue Attendance task force Continue to provide after school STEM Sports (volleyball, basketball, cross country, e-sports) Grade level specials days Stallion Store Parent Education Implementation of PANORAMA for data/intervention tracking Accountable Leads: Admin, Counselors, SSC, Social Worker	Attendance in Infinite Campus and PANORAMA	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>		Second Step Stallion Store Behavior Matrix Implementation of PANORAMA for data/intervention tracking Accountable Leads: All Staff	Infinite Campus Discipline Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		Native Garden (Grow Some Good) Spirit weeks School events: Fun Run, Movie Night, Winter Fest, Read Across America Week, Ohana Day Chance to Dance Specials: Computer Science, PE, Library EL Program Math Festival Accountable Leads: All Staff	PANORAMA SEL Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		Student Government (leadership) JPO- Junior Police Officer STEM afterschool program, Robotics Program Introduced Computer Science Curriculum (Specials Day) Fun Run Stations: Fire Fighters, EMT, Fitness instructors, Dance Read Across America Week Student Leadership Team College and Career Spirit Week Accountable Leads: PLCs		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
All teachers are provided with Effective Professional Development (PD)		Professional Development will focus on: ● Curriculum ● New teacher mentoring ● Technology ● PANORAMA ● Other (Suicide awareness, Trauma Informed, differentiation strategies, Sexual violence prevention) *Professional development local and/or out of state Accountable Leads: Admin, CC and Academic Coach	PD Agendas	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Improve communication and collaboration from school stakeholders	PES School Community Council will: • Have representation from all role groups (Admin, Certificated, Classified, Student, Parent, Community. • Meet no less than quarterly. • Be presented and provide feedback on: ○ Financial Plan ○ Academic Plan ○ Waiver Request • Trial a new communication platform Accountable Leads: School Community Council	- SCC Agendas - SCC Sign-ins - SCC Principal survey - Parent survey - Teacher/staff survey	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Increased family and community participation in school-sponsored events will actively contribute to a supportive learning environment and improved student academic achievement. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>		Back to School Night Family Literacy Nights Math Night STEM Night Student Showcase:, Science Fair, Cultural Day/Night Accountable Leads: Admin, PCNC	Feedback surveys SQS participation rate	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[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 COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Pukalani Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on October 23, 2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on March 4, 2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Meetings and Safety Committee Meetings
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**

Attested:

Pukalani Elementary School Principal	Signature	Date
Gary Kanamori	<i>Gary Kanamori</i>	Apr 1, 2026
SCC Chairperson	Signature	Date

Carolann Barrett	<i>Carolann Barrett</i>	☐ Date April 1, 2026
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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:
Continue with current programs	Both teachers and students feel these programs are currently effective.	

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

Attested:

SCC Chairperson	Signature	Date
Carolann Barrett	<i>Carolann Barrett</i>	April 1, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Pukalani Elementary School Bell Schedule: Pukalani Elementary Bell Schedule	