

Lahaina Intermediate
Academic Plan
SY 2026-2027

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☑ Title I School
☐ Non-Title 1 School

Submitted by Principal Stacy Bookland	
Stacy Bookland	**Date** 4.10.26

Approved by Complex Area Superintendent Dr. Rebecca Winkie	
Rebecca Winkie	**April** 10, 2026

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
6-8	HMH Into Literature	6-8 Imagine Learning Illustrative Ma...		
8 Pre-Alg		HIDOE Alg 1 Workbook		

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
ELA 6,7,8	Accelerated Reader	iReady Math	Generation Genius	
6-8	Achieve 3000/Teen Biz		BrainPOP Science	
			Explore eLearning/Gizmos Science ($2,422.26/1 yr)	

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
Grades 6,7,8	I-Ready	I-Ready

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☑ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☐ Current CNA
- ☐ Other current assessment/self-study report:
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [April 20-21, 2026]
Type of Last Visit: Mid-Cycle Report & Visit

Year of Next Action: [25-26]
Type of Next Action: Full Self-Study

Year of Next Self-Study: 2028

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:** Students need increased engagement from teachers, expanded real-world and integrated opportunities, and the ability to articulate the meaning of their assessment scores. **Root/Contributing Cause:** Staff determined this need based on self-study. WASC additional critical area for follow-up #2.
2	**Student Need:** Students need individual academic support, including but not limited to Common Formative Assessments, grade-level rubrics, and reflections. **Root/Contributing Cause:** Staff determined during WASC self study they needed professional development, PLC, Department time to implement school-wide common grading criteria, and improve data collection, analysis, and use data to drive instruction. WASC's additional critical items are for follow-up #3.
3	**Student Need:** Students need interaction to increase the rigor implemented in the classroom. **Root/Contributing Cause:** Staff determined during the WASC self study they need professional development to utilize strategies such as interdisciplinary units to increase the rigor in class for student interactions.

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:** Students two or more grade levels below on iReady Reading universal screener. Domain specific to identify strengths and areas for growth. **Identified Student Need(s):** TBD after fall,winter and spring academic screener
2	**Targeted Subgroup:** Students two or more grade levels below on iReady Math universal screener. Domain specific to identify strengths and areas for growth. **Identified Student Need(s):** TBD after the fall, winter and spring academic screener.
3	**Targeted Subgroup:** Students in classrooms who fall below the complex average of 39% classroom engagement on the student perception survey. (25/26 Student perception Data 679 responses 41% Classroom Engagement) **Identified Student Need(s):** TBD after winter student perception survey. (WASC additional critical area #2)

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?*	**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 for enabling activities.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	N/A			☐ 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 receive necessary and timely support to become proficient.	Panorama data-Mar/2026 48% 239 students college/career readiness 20% 99 students on track for graduation 15% 74 students at risk 16% 82 students critical needs (156 students) 38% demonstrate prof SBA (goal 53%) 51% making typical/better growth from prior year (Goal 61%) 24/25 Ka'eo HLA 33% **iReady**-494/500 students Winter scores-352 students below grade level (142 s early on grade level, mid or above) Grade 6-162 students 122 below grade level, (40 students early on grade level, mid or above)	Administer universal screener (iReady ELA) in the fall, winter and spring. After each assessment, ELA teachers will create a plan for addressing student intervention, enrichment and remediation based on the domains utilizing the data team process and shared with the grade level. Incorporating IAB assessments to measure student progress. (Resources: iReady $24,000, Achieve 3000/Teen Biz, Accelerated Reader $7,000) Reading Intervention Specialist position Accountable Leads: ELA Department Head, ELA teachers, Curriculum Coordinator, all teachers, Admin WASC critical area #3 additional EL Plan pg 3 Goal 2	The percentage of students not on grade level will reduce by 5% each iReady assessment.	☑ WSF, $ ☑ Title I, $$7,000 AR, $24,000 iReady ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	Grade 7-157/160 students 115 students below grade level, 42 students early on grade level, mid or above. Grade 8-175/176 students, 115 students below grade level, 60 students early on grade level, mid or above 100% of EL that have not met the standard will increase and be approaching standard by 10%			

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.	Panorama Data Mar/2036 61% 306 students college/career readiness 20% 102 students on track for graduation 12% 62 students at risk 4% 21 students critical needs (83 students) 21% demonstrate prof on SBA (goal 41%) 55% making typical student growth from prior year (goal 60%) 24/25 SY Ka'eo 17% iReady-Winter-493/500 students 108 students mid/above or early on grade level 226 below grade level 100% of ELs that have not met the standard will increase and be approaching standard by 10%.	Administer universal screener (iReady Math $ see above) in the fall, winter and spring. After each assessment, Math teachers will create a plan for addressing student needs for intervention, enrichment and remediation based on the domains utilizing the data team process and shared with the grade level. Incorporating IAB assessments to measure student progress. Accountable Leads: Math Department Head, Math teachers, Curriculum Coordinator, Admin, WASC critical area #3 additional EL plan pg 3 Goal 3	The percentage of students not on grade level will reduce by 5% each assessment.	☐ WSF, $ ☑ Title I, $See above ☐ 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. *Required for all schools.*	Students are entering middle school below grade level academically. Students are experiencing their second largest growth spurt and need SEL and academic support. Panorama Academic Data Mar/2026 501 students 19% 94 students at risk 30% 149 students critical needs Strive HI data 24-25 SY High Needs Econ Dis 73% EL 15% SpEd 9% **ELA** Non high needs 57% 36% high needs Achievement Gap 21% **Math** Non high needs 35% 20% High Needs Achievement Gap 15% EL-Grow to Target 30% or more of our ELs will have met GTT (EL plan)	Students will take iReady ELA and iReady Math diagnostic assessments three times a year. (August/December/April) Teachers will meet to discuss student strengths and needs to create plans for student intervention for the grade level. Incorporating IAB assessments to measure student progress. Teachers will enter plans in Panorama to monitor progress. $28,000 (Curriculum Associates iReady) Achieve 3000 $22,651.51/1 year Gizmo Explore eLearning and Brain POP for the Science department will be utilized by all students. $2,500/1 yr + $7,200. Student, Parent and Teacher Conferences will be held to plan supports to ensure student success. Accountable Leads: Teachers, Grade Level Counselors, Curriculum Coordinator WASC#1,2,3,5,7 additional #1, 2,3 EL plan pg 2 Goal 1	Panorama interventions, PT Conferences	☑ WSF, $ ☑ Title I, $2,500 Gizmo, Brainpop $ 7,200, $22,651.51 Achieve ☐ 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. *Required for all schools.*	Two elementary schools feed into our middle school and they will be together for the next 7 years, 3 at LIS and 4 at LHS.	Counselors will take a small student team to visit the two elementary schools to present and share information to each 5th grade class about transitioning to middle school. Each elementary school will bring the incoming 6th graders for a tour of LIS campus led by students. LIS will offer a Movin' on Up parent meeting in the evening for incoming 6th gr parents. (May 2027) 8th graders will participate in LHS orientation to determine pathways and 8th graders will tour LHS. (November 2026) Accountable Leads: Counselors, Administration WASC#1 and #5	Student and staff survey and feedback	☐ 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?*	**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 for enabling activities.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Panorama Data Mar/2026 data 501 students 48% on track for college and career readiness 242 students 24% on track for graduation 118 students 22% are at risk 111 students 6% critical needs 30 students Strive HI data 70% attending school 90% of the time (Goal 76%)	Quarterly award assemblies for students with perfect attendance, certificates/prizes and published in school eblast. Follow our attendance policy, 5 absences the counselor calls home, 10 absences a letter is sent home, 15 absences a parent meeting is arranged and at 20 absences a referral to family court by Admin. Personalized notes home from the Teachers HMTSS meetings to identify and discuss with the families the at risk and critical students (136 students) Accountable Leads: Grade level counselors, Teachers and Admin WASC #1,7	Monthly attendance monitoring and meetings with counselors and admin. Quarterly attendance data and individual student/family meetings	☑ 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. *Required for all schools.*	Supporting students during their second largest growth spurt. Panorama Data Mar/2026 501 students 89% (447 students) on track for college/career readiness 10% (49 students) on track for graduation 1% at risk (3 students)	Social and emotional learning in our Laulima classes to educate and support student growth. Possible Character Strong pending funding for 6th and 8th grade. Renaissance Program $10,000, Wayfinder for 7th gr plus workbooks (free). Growing Pono cards used by 6th grade (free). Character Values of the Month will be discussed on broadcast and our Laulima lessons will be aligned to the values at the beginning of each month. Communicating home on eblast weekly Quarterly data shared to all stakeholders on referrals to the office. Go Guardian to monitor appropriate student use of technology will be utilized by teachers and Admin. ($4,000) Accountable leads: Curriculum Coordinator, Admin, Teachers WASC #7	Quarterly behavior data analyzed with grade level, counselors and admin Quarterly behavior data shared with students and parents	☑ WSF, $10,000 ☐ 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. *Required for all schools.*	For students to understand the skills and dispositions rooted in Hawai'i culture.	Staff and students will identify and create lessons to incorporate the framework within our Laulima classes. Students will create expectations for contribution to success. Staff will align our values of the month with the Nā Hopena A'o framework. Students will participate in Makahiki lead by staff (Oct/Nov - Feb/Mar) Possible partnership with Ka Hale Hoaka-pending funds and waiver days approval Staff will create focus/activity for the following: 6th grade students will focus on sense of belonging-community and team building 7th grade students will focus on total well being-communicators/problem solvers 8th grade students will focus on excellence/effective communicators/problem solving Accountable Leads: Curriculum Coordinator, Teachers, Department Heads and Admin	Student voice in surveys and projects	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?*	**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 for enabling activities.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Middle School students should have the opportunity to explore career, community and civic opportunities.	Students will have the opportunity through our Renaissance program for quarterly community service. Professional development on Climb HI for staff to incorporate monthly in their content for grade levels Each grade level identifies and selects a career, community and civic opportunities for each quarter focus Accountable leads: Curriculum Coordinator, Teachers		☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
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.				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.3.3. All students graduate high school with a personal plan for their future.	N/A			☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?*	**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 for enabling activities.*
				☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?*	**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 for enabling activities.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Required and accountability	SCC meetings will be held the first Wednesday of each quarter in the school library at 3pm.	Agenda/Minutes will be posted on the school website	☐ 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?*	**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 for enabling activities.*
				☐ WSF, $ ☐ Title I, $ ☐ 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?*	**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 for enabling activities.*
				☐ 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 **Lahaina Intermediate** 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)

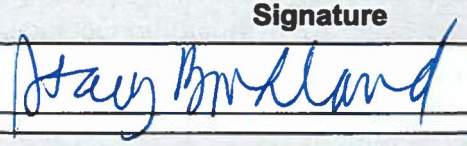
   ☑ A School Community Council Meeting was conducted on **Oct 15, 2025** to share the school data and gather input on student priorities.

   ☑ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

   ☐ Other (list):

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: **Mar 25, 2026**

Attested:

Lahaina Intermediate Principal	Signature	Date
Stacy Bookland		Mar 25, 2026

SCC Chairperson	Signature	Date
Katherine Hedden		Mar 25, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Added reading interventionist to goal 1.1.2.	To increase student literacy performance	Added to ac plan

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

Attested:

SCC Chairperson	Signature	Date
Katherine Hedden		Mar 25, 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 *(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 instructional hours required 1,056 hours if SCC approves 4 waiver days 26-27 SY
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☑ Yes ☐ No ☐ N/A, we meet the requirement
Lahaina Intermediate Bell Schedule: link to LIS bell schedule	