



STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

May 15, 2012

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Douglas Murata, Board of Education Designee
Wilfred Keola, Board of Education Designee

Handwritten signatures of Douglas Murata and Wilfred Keola in black ink.

SUBJECT: Approval of Aliamanu School's School Community Council (SCC) Exception
Regarding its Change in Bell Schedule and Teacher Preparation Periods

1. **RECOMMENDATION**

That the Board of Education (BOE) approves Aliamanu School's SCC Exception Request allowing the school to modify their bell schedule and teacher preparation periods for the 2012-2013 school year.

Note: BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. **RECOMMENDED EFFECTIVE DATE**

Upon approval by the BOE.

3. **RECOMMENDED COMPLIANCE DATE**

Not applicable.

4. **DISCUSSION**

a. **Conditions leading to the recommendation**

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

b. Previous action of the Board on the same or similar matter

None.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Article VI, Teaching Conditions and Hours, Section CC, Work Time Distribution, Weekly Totals Within the 7-Hour Day, 5-Day Week.

Article XII, Academic Freedom.

Board Policy 1710-3, School Calendar Policy.

Board Policy 4160, Students' School Day Policy.

Board Policy 2412, School Community Council Waivers and Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Aliamanu School for 2012-2013 school year will allow the school to:

- Allocate 70 minutes every Wednesday for teachers to engage in grade level collaboration/articulation by decreasing the morning recess period from 15 minutes to 10 minutes daily and eliminating the afternoon recess period on Wednesday ending the Wednesday school day at 12:40 p.m., and foregoing the teachers Wednesday preparation period.

e. Arguments against the recommendation

None.

f. Findings and conclusions of the Board committee

The BU 05 Committee on SCC Exception Review agreed to this exception on May 8, 2012.

g. Other agencies or departments of the State of Hawaii involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations

Positive.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. **OTHER SUPPLEMENTARY RECOMMENDATIONS**

None.

DM/WK:JZ:ah

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

____ New Request

X Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Aliamanu Elementary

DATE: December 5, 2011

DISTRICT: Central

COMPLEX: Radford

Achieved AYP: Yes X No

School Status:

School Proficiency Levels:

- In Good Standing, Unconditional
- In Good Standing, Pending
- Needs improvement Yr. 1
- Needs improvement Yr. 2
- Corrective Action
- Planning for Restructuring
- Restructuring

Reading Gr 3 61 % Gr 4 67 %

Gr 5 79 % Gr 6 89 %

Math Gr 3 55 % Gr 4 60 %

Gr 5 70 % Gr 6 75 %

*****Attach Trend Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Article VI. X. - Preparation Periods

- 1. A preparation period shall be for the pursuit of personally initiated school tasks in the preparing for instruction, evaluating students and performing other instructionally related activities. A preparation period shall not be used for personal or Association business or activities. In all schools, each teacher shall determine where and how s/he will utilize the preparation period in a manner that is consistent with this Article.*
- 2. Classroom teachers shall have no less than 225 aggregate minutes of preparation periods scheduled by the Employer during the teacher's regular work week. A preparation period shall consist of a continuous block of time of not less than forty-five (45) minutes. However, in cases where the scheduled single preparation period exceeds forty-five (45) minutes, the excess minutes shall be considered preparation time. Preparation periods, if scheduled at the end of the day, may be more than forty-five (45) minutes if scheduling allows.*

Up to six (8) teacher's preparation periods may be used per semester at the discretion of the Employer to provide inservice training, school program planning and assessment or to attend principal-teacher conferences. The Employer shall provide reasonable advanced notice. The Employer shall early release teachers for a full

preparation period for each whole or partial preparation period utilized under this section. The teacher shall notify the principal of the day(s) he has selected for early release. The early release should not conflict with a previously scheduled use of the preparation period under this section. Early release days may be consecutive but must be taken within the semester. The Association and the Employer shall meet at the end of each semester to monitor this provision. This provision shall also apply to the certificated support personnel.

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.
- C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

Aliamanu Elementary is requesting a waiver to change the current Modified Bell Schedule that allows for 90 minutes of grade level and/or cross-grade level Collaboration and Articulation every Wednesday. The original bell schedule was modified during the 2001-2002 school year through the SCBM process. Since that time, teachers at Aliamanu Elementary have engaged in weekly standards-based curriculum planning.

At that time and in the ensuing years, by consensus the teachers have agreed to forego their Wednesday prep period in order to designate the aforementioned 90-minute block. This provides a regular and ongoing opportunity for teachers to collaborate and articulate on standards-based curriculum, instruction and assessment. These weekly periods facilitate the teachers' ability to provide rigorous and relevant instruction and assessment in the classroom. This in turn promotes student learning and achievement at all grade levels. Some of the topics that the teachers address include, but are not limited to:

- *unpacking standards*
- *curriculum mapping*
- *developing and updating pacing guides*
- *aligning the standards, curriculum and materials*
- *standards-based instruction*
- *standards-based assessment*
- *organizing data*
- *analyzing data to inform instruction*
- *differentiating instruction*
- *rigor and relevance*
- *best practices*
- *technology*
- *general learner outcomes*
- *response to intervention*

Since the implementation of "No Child Left Behind" during school year 2001-2002, Aliamanu Elementary had consistently met the proficiency annual measurable objectives up until last school year. Last school year Aliamanu failed to meet three of the 21 targets counted for our school. The targets that we failed to meet include participation by our special education sub-group in both reading and math, and proficiency by our disadvantaged sub-group in reading. Though the proficiency result of our disadvantaged sub-group in math was below the annual measurable objective, that group met proficiency due to Safe Harbor.

It is our firm belief that the weekly articulation is a major factor in the consistency of the achievement performance of our students. This dedicated time provides the opportunity for our teachers to engage in rich discussions centered on the data presented. As the result of these discussions, they are able to develop the supports needed to increase student achievement. These supports include identifying supplemental curriculum materials, implementing common instructional strategies, integrating technology into the curriculum and/or providing after school tutorials. This time has been invaluable in our efforts to address the needs of our disadvantaged groups and determine the additional supports that teachers have put in place.

This dedicated time will also facilitate the implementation and progress of the Data Team process that is required of all schools. As many of our teachers provide after school tutoring for their students having this weekly time set aside will allow teachers to continue providing the tutorials on a regular basis.

School Year	AES Reading Proficiency - %	AES Math Proficiency - %
2001-2002	50	24
2002-2003	54	27
2003-2004	59	34
2004-2005	61	29
2005-2006	61	35
2006-2007	71	58
2007-2008	71	60
2008-2009	73	57
2009-2010	73	64
2010-2011	76	69

D. Please provide additional information (**data and narrative**) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	
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Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
July 27, 2011	Faculty Meeting	Shared results 2011 AYP results. Shared data trend for last seven SY.
August 24 & 31, 2011	Faculty Meeting (Split attendance)	Review of information for Academic Plan.
August 26, 2001	SCC Meeting	Report on 2010-2011 Academic Plan. Reviewed 2011-2012 Academic Plan. Information on developing 2012-2013 Academic Plan.
September 12, 2011	GLC Meeting (Grade Level Chair)	Overview of Strategic Plan, and Academic and Financial Plan. Copy of draft Academic Plan given to GLCs for teacher discussion and feedback. Proposed options A & B for new bell schedule to meet mandate for teacher feedback presented. Teachers to meet on 9/21/11 for discussion.
September 16, 2011	SCC Meeting	Presented proposed options for new bell schedule to meet mandate for teacher feedback. Teachers to meet on 9/21/11 and submit feedback.
September 21, 2011	Teacher Meeting	Discuss Waiver Request for Modified Bell Schedule to continue with weekly Articulation. 71% voted in favor of submitting the Waiver Request.
October 21, 2011	SCC Meeting	Presented draft Academic Plan. Copy of draft Academic Plan given to role group representatives for discussion and feedback.
October 26, 2011	Faculty Meeting	Updated draft of Academic Plan presented. Awaiting teacher feedback regarding instructional minutes.
November 7, 2011	GLC Meeting	Requested teacher feedback on instructional minutes.
November 16, 2011	Faculty Meeting	Presented Academic and Financial Plan. Based on teacher feedback proposals for two (2) additional bell schedule options C & D were presented. Teachers to discuss and submit feedback.
November 16, 2011	Teacher Meeting	Discussed Bell Schedule options A, B, C & D as proposed by VP.
November 17, 2011	Teacher Meeting	Continued discussion on options A-D. New Option E presented.
November 18, 2011	SCC Meeting	Teacher representative submitted proposed bell schedule option E. Teachers to vote by 11/28/11 and submit results. SCC approved a motion to submit a Waiver Request to the BOE to Modify the Bell Schedule to Include weekly Articulation on Wednesdays.
November 21-23 & 28-29, 2011	Teacher Voting Period	Result of voting was for Option E.
November 29, 2011	Lotus Notes	Principal received results of teacher vote.

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration *Vafant Kamehameha* Date 12/05/2011

Community Representative(s) *Samuel Hanks* Date 12/5/2011

Parent Representative(s) *Condy Ogata* Date 12/5/11

Student Representative(s) *Kyrak Hooley* Date 12/5/11

Non-certificated Staff Representative(s) *Laeloni Reyes* Date 12/5/11

Teacher Representative(s) *Gene Fujimata* Date 12/5/11

Kathryn Kaneshiro Date 12/5/11

Complex Area Superintendent (CAS): Dr. Teri Ushijima (print name)

This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: *Teri Ushijima* Date 1/30/12

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

RETURN FORM TO: School Renewal and Redesign Section
475 22nd Avenue, Building 302, Room 109
Honolulu, Hawaii 96816

Or FAX: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

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Aliamanu Elementary

**Trend Report:
Educational and Fiscal Accountability**

School Report for School Year 2010-2011



A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2010-11. The Guide is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2008-2009	841	62	7.4%	95	11.3%	275	32.7%	45.3%
2009-2010	902	84	9.3%	83	9.2%	301	33.4%	48.0%
2010-2011	861	66	7.7%	58	6.7%	298	34.6%	46.5%

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2008-2009	49	93.9%	11.1	51%	92%	14.3%	1
2009-2010	52	98.1%	12.1	50%	100%	15.4%	1
2010-2011	54	100.0%	12.3	50%	100%	24.1%	2

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level							Math % Proficient by Grade Level						
	3	4	5	6	7	8	10	3	4	5	6	7	8	10
School Year														
2008-2009	69.2	71.8	67.2	82.6	na	na	na	47.9	58.9	45.1	68.8	na	na	na
2009-2010	76.6	72.5	78.3	68.8	na	na	na	64.5	60.8	65.0	61.6	na	na	na
2010-2011	59.2	67.3	74.2	87.4	na	na	na	50.7	60.0	67.2	73.1	na	na	na

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level						
School Year	4	5	6	7	8	10	11
2008-2009	--	38.7	na	na	na	na	na
2009-2010	55.8	--	na	na	na	na	na
2010-2011	43.1	--	na	na	na	na	na

TerraNova Assessment National sample scoring at Average & above = 77	Grade Level	Reading % Average & Above							Math % Average & Above						
		3	4	5	6	7	8	10	3	4	5	6	7	8	10
School Year															
2008-2009		79.5	87.1	77.0	86.2	na	na	na	79.5	83.9	85.2	88.1	na	na	na
2009-2010		78.5	85.0	85.8	91.1	na	na	na	84.1	80.0	90.0	83.9	na	na	na
2010-2011		83.5	87.1	94.7	99.1	na	na	na	87.4	89.0	97.3	96.4	na	na	na

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Academic Achievement (continued)

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2008-2009	About 1/2	1%	na	na	na	na	na
2009-2010	About 1/2	0%	na	na	na	na	na
2010-2011	About 1/2	1%	na	na	na	na	na

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
			Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2008-2009	95.9%	na	5	na	2	na	2	na
2009-2010	96.0%	na	7	na	1	na	0	na
2010-2011	95.9%	na	12	na	2	na	0	na

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Passed?	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
					% of student	% of teacher	
2008-2009	Yes	No	2	0.0%	61.1%	74.8%	2.3
2009-2010	Yes	No	6	0.0%	60.6%	77.0%	2.3
2010-2011	--	No	4	25.0%	66.5%	69.7%	2.3

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Service to School/Community	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of projects	# of PCNC volunteer hours per 100 students
2008-2009	na	620	73.7%	97.0%	--	1,558
2009-2010	na	--	--	98.3%	--	300
2010-2011	na	620	72.0%	97.4%	--	294

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2008-2009	\$4,056,970	\$778,753	\$718,397	\$60,356	none
2009-2010	\$3,997,813	\$947,798	\$919,961	\$27,837	none
2010-2011	\$4,196,253	\$770,401	\$438,949	\$331,452	none

*Explanation of Significant Budget Changes

**ALIAMANU ELEMENTARY SCHOOL
BELL SCHEDULE
2011-2012**

M, T, TR, F

Wednesday

7:45 AM.....	Teacher Sign-In7:45 AM
7:55 AM.....	Instruction Begins7:55 AM
9:45 – 10:00 AM.....	Recess9:45 – 10:00 AM
10:35 – 11:05 AM.....	PK/K/1 Lunch10:35 – 11:05AM
11:10 – 11:40 AM.....	2/3 Lunch11:10 – 11:40 AM
11:45 AM -12:15 PM....	4/5/6 Lunch	...11:45 AM – 12:15 PM
12:15 – 12:25 PM.....	Recess	
2:05 PM.....	Students' Dismissal12:25 PM
2:50 PM.....	Teachers' Dismissal2:50 PM

AES PROPOSED BELL SCHEDULE. OPTION A

State Legislature mandate: 1525 instructional minutes per week.

AES currently at 1485 mins./wk. Implication: we must increase instructional time by 40 mins./week

- Add 5 mins. instruction at the start of each day, 7:50 a.m. (+5 x 5 = +25)
- Add 15 minutes instructional time after lunch on Wednesdays: 12:15-12:40 p.m. (+15)
- Teacher workday ends 2:50 p.m. on all days, as at present.
- Advantage: Maintain student release time M/T/Th/F.
- Disadvantage: 20 mins. Artic. time lost (12:30-12:50)

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-12:25 Recess	12:15-12:25 Recess	No recess	12:15-12:25 Recess	12:15-12:25 Recess
12:25-2:05 Instruct.	12:25-2:05 Instruct.	12:15-12:40 Instruct	12:25-2:05 Instruct.	12:25-2:05 Instruct.
2:50 work		12:50-2:00 Artic.		
		2:00-2:50 Meetings (faculty, committee, GL, etc.)		

AES PROPOSED BELL SCHEDULE. OPTION B

State Legislature mandate: 1525 instructional minutes per week.

AES currently at 1485 mins./wk. Implication: we must increase instructional time by 40 mins./week

- Maintain school start time as at present.
- Add recess to Wednesday's schedule, 12:15-12:25
- Add 40 minutes instructional time after lunch on Wednesdays: 12:25-1:15
- Teacher workday ends 2:50 p.m. on all days, as at present.
- Advantages: 1) Maintain school start time
2) Wed. lunch recess time breaks long instructional period for lower grades.
- Disadvantages: 1) Students released at 1:15, 40 mins. later than at current time.
2) 45 mins. Artic. time lost (12:30-1:15)

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-12:25 Recess	12:15-12:25 Recess	12:15-12:25 Recess	12:15-12:25 Recess	12:15-12:25 Recess
12:25-2:05 Instruct.	12:25-2:05 Instruct.	12:25-1:15 Instruct.	12:25-2:05 Instruct.	12:25-2:05 Instruct.
		1:15-2:00 Artic.		
		2:00-2:50 Meetings (faculty, committee, GL, etc.)		

AES PROPOSED BELL SCHEDULE. OPTION C

State Legislature mandate: 1525 instructional minutes per week.

AES currently at 1485 mins./wk. Implication: we must increase instructional time by 40 mins./week

- Maintain a.m. schedule at status quo through lunch recess.
- p.m. schedule changes as follows:
- M/T/TH/F instructional time ends at 2:10 p.m. (+5 mins./day; +20 mins.)
- Wed. instructional time ends at 12:45 p.m. (+20 mins.)
- Teacher work day ends at 2:55 p.m. on all days.
- Disadvantage: 15 mins. Artic. time lost (12:30-12:45)

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-12:25 Recess	12:15-12:25 Recess	No recess	12:15-12:25 Recess	12:15-12:25 Recess
12:25-2:10 Instruct.	12:25-2:10 Instruct.	12:15-12:45 Instruct	12:25-2:10 Instruct.	12:25-2:10 Instruct.
		12:45-2:00 Artic.		
		2:05-2:55 Meetings (faculty, committee, GL, etc.)		

AES PROPOSED BELL SCHEDULE. OPTION D

State Legislature mandate: 1525 instructional minutes per week.

AES currently at 1485 mins./wk. Implication: we must increase instructional time by 40 mins./week

- Maintain a.m. schedule as at present through lunch recess.
- p.m. schedule changes as follows:
- M/T/TH/F instructional time ends at 2:15 p.m. (+10 mins./day; +40 mins.)
- Teacher work day ends at 3:00 p.m. on all days.
- Wed. instructional time ends at 12:25, as at present.
- Advantage: 90 mins. Articulation time preserved.

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-12:25 Recess	12:15-12:25 Recess	No recess	12:15-12:25 Recess	12:15-12:25 Recess
12:25-2:15 Instruct.	12:25-2:15 Instruct.	12:15-12:25 Instruct	12:25-2:15 Instruct.	12:25-2:15 Instruct.
		12:30-2:00 Artic.		
		2:05-3:00 Meetings (faculty, committee, GL, etc.)		

OPTION E

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1st Recess 9:45-9:55	1 st Recess 9:45-9:55	1 st Recess 9:45-9:55	1 st Recess 9:45-9:55	1 st Recess 9:45-9:55
2 nd Recess 12:15-12:25	2 nd Recess 12:15-12:25	NO 2 nd Recess	2 nd Recess 12:15-12:25	2 nd Recess 12:15-12:25
12:25-2:05 Instruc.	12:25-2:05 Instruc.	12:15-12:40 Instruc.	12:25-2:05 Instruc.	12:25-2:05 Instruc.

- Maintain school start time/end time as present.
- Shorten 1st recess on M/T/W/TH/F by 5 min. (+5X5=25)
- Add 15 minutes on instructional time after lunch on Wed.:12:15-12:40. (+15)
- Teacher workday ends at 2:50p.m. on all days, as at present.
- Advantage: Maintain student start/end time M/T/TH/F.
Meets State of Hawaii Wellness Guidelines. (20 min. recess)
- Disadvantage: 20 minutes of articulation lost.

Clayton
Matsuoka/ALIAMANU/HIDOE
12/06/2011 02:32 PM

To dforrest@hsta.org, rcamacho@hsta.org
cc
bcc
Subject Aliamanu elementary waiver voting results

Hello David and Ray,

Aliamanu is again attempting to get a waiver to alter our bell schedule. On 9/29 the faculty voted to keep articulation. The voting percentage was 71% in the affirmative, and 29% in the negative. Voting breakdown is 37 of 52 yes and 15 of 52 no. I will send the other paper to your office tomorrow morning.

Clayton

