



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

July 2, 2013

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 Kalaheo High 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 Kalaheo High School's SCC Exception Request allowing the school to modify their bell schedule and teacher preparation periods for the 2013-2014 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 2412, School Community Council Waivers and School Community Council Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Kalaheo High School for 2013-2014 school year will allow the school to:

- Create a “floating” preparation period of 55 minutes four times per week (total scheduled preparation time 220 minutes per week) plus an additional non-teaching period of 55 minutes four times per week to be used for teacher-initiated activities and principal-teacher meetings.
- Conduct teacher instruction time for 1125 minutes per week.
- Conduct student instructional time for 1565 minutes per week.
- Create a 65 minute period after school per week for teachers to conduct professional development and data analysis within their departments/content areas.

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 June 7, 2013.

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: KALAHEO HIGH SCHOOL DATE: MAY, 2013

DISTRICT: WINDWARD COMPLEX: KALAHEO

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

X Restructuring

Reading Gr 10 75 % Gr ___ %

Math Gr 10 51 % Gr ___ %

***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.

Agreement Between the Hawaii State Teachers Association and the State of Hawaii Board of Education July 1, 2013 – June 30, 2017 Article VI – Teaching Conditions and Hours Section CC. Work Time Distribution, Weekly Totals within the 7-Hour Day, 5-day Week, part 2. Departmental Classes, section a. Twelve hundred eighty-five (1285) minutes of instruction time per work week; Section DD. Work Load (Teaching Schedules) section 4c. All schedules shall comply with HRS section 302A-251 (Act 167 (2010) as amended by Act 52 (2011).

- 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.

- 1) Change weekly bell schedule to reflect a "floating" preparation period of 55 minutes four times per week (total scheduled preparation time 220 minutes per week) plus an additional non-teaching period of 55 minutes four times per week, at least one to be used for teacher-initiated activities (resulting in an additional 55 minutes scheduled preparation time per week for a total of 275 minutes of scheduled preparation time per week). The remaining three non-teaching periods will be utilized for Administrator-teacher meetings to discuss walk throughs, scheduled Charlotte Danielson preobservation and post observation conferences as needed, PEP-T conferences as needed, and data team meetings. Teachers' instruction time per work week will be 1125 minutes per week.
- 2) The change in bell schedule results in 1565 instructional minutes per week for students.
- 3) There is a 65 minute period after school each week for teachers to conduct professional development and data analysis within their departments/content areas. These periods may be lengthened by extending the school day when scheduling the additional 21 hours of professional development throughout the school year.
- 4) Data: AYP math results have not been progressing significantly although the state NCLB expectations have risen over the years.
2008-09 46%

2009-10 52%
 2010-11 53%
 2011-12 51%
 2012-13 67% as of May 2013

The State AYP goal for math is currently 82% for school year 2012-13

Data: Kalaheo High School's graduation rate is below 86.9% (79.5% in 2010 and 83.6% in 2011, 82% 2012), which is the 2014 target for Kalaheo. The dedicated weekly time of 65 minutes for teachers to collaborate as data teams, study assessment for learning practices and effective instructional practices will increase student learning and achievement in all content areas school wide. The additional non-instructional period used for the implementation of the Charlotte Danielson observation process with teacher and Administrator working together will support effective teaching practices.

- 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.)
- a. Teachers in all content areas meet every week to collaborate and engage in the professional learning cycle of PDCA by analyzing formative and summative assessment results and determining interventions and/or shifts in instructional strategies to address deficits in student learning as evidenced by low assessment scores. The SMART goal for every content area is that 100% of students will achieve 70% or better on course assessments or improve 5% from one assessment to the next. Through the use of the collaboration periods, teachers have agreed to address writing across all content areas and grade levels. Part of the time spent in meetings is used to review student work and construct common rubrics. This data team process by department members is in the first year of implementation. We believe it is valuable and will impact student achievement positively, but one year is not enough time to fully actualize the process into an efficacious system school wide. Attached is a sample of one high-performing department's process and product.

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	
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.

1) Change weekly bell schedule to reflect a "floating" preparation period of 55 minutes four times per week (total scheduled preparation time 220 minutes per week) plus an additional non-teaching period of 55 minutes four times per week, at least one to be used for teacher-initiated activities (resulting in an additional 55 minutes scheduled preparation time per week for a total of 275 minutes of scheduled preparation time per week). The remaining three non-teaching periods will be utilized for Administrator-teacher meetings to discuss walk throughs, scheduled Charlotte Danielson preobservation and post observation conferences as needed, PEP-T conferences as needed, and data team meetings. Teachers' instruction time per work week will be 1125 minutes per week.

2) The change in bell schedule results in 1565 instructional minutes per week for students.
3) There is a 65 minute period after school each week for teachers to conduct professional development and data analysis within their departments/content areas. The dedicated time of 65 minutes weekly for teachers to collaborate as data teams, study assessment for learning practices and effective instruction will increase student learning and achievement school wide.

4) Data: AYP math results have not been progressing significantly although the state NCLB expectations have risen over the years.

2008-09 46%

2009-10 52%

2010-11 53%

2011-12 51%

2012-13 67% as of May 2013

The State AYP goal for math is currently 82% for school year 2012-13

Data: Kalaheo High School's graduation rate is below 86.9% (79.5% in 2010, 83.6% in 2011, 82% in 2012), which is the 2014 target for Kalaheo.

Any changes to the preparation time provided for teachers will not affect the number of instructional minutes.

Kalaheo teachers would be teaching five periods on a seven-period schedule. Each period meets four times per week.

The two nonteaching periods are equivalent to eight 55 minute periods per week that provide the following:

*275 preparation minutes per week.

*165 minutes per week that are used for teacher-initiated activities, including data analysis, and for individual meetings with Administrators to discuss walk through and Danielson Observation feedback.

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
November 2011	Informal Bell Schedule Committee	Interested teachers proposed bell schedules
		Introduce bell schedule

1/20/12	Faculty meeting	proposals; to be discussed in departments
2/16/12	Department meeting	Discussion of bell schedule modification
2/22/12	Instructional Leadership Team meeting	Report out department concerns; plan for faculty meeting discussion of bell schedule modification
2/24/12	Faculty meeting	All certificated personnel voted for Bell Schedule
2/28/12	Faculty meeting	Individual opinions and considerations shared; faculty initiated vote
3/5/12	Results announced	Modified Bell Schedule was selected with 80% of certificated vote in favor of schedule.
2/28/2013	Faculty meeting	Vote was initiated to continue with the current modified bell schedule for school year 2013-14
3/4/2013	Results announced	Modified Bell Schedule was selected with 80% of certificated vote in favor of the schedule

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 Susan Hummel Date 5/16/2013

Community Representative(s) UNAVAILABLE Date _____

Parent Representative(s) AK Combs Date 5.16.13

Student Representative(s) S. Rowen Date 5.16.13

Noncertificated Staff Representative(s) Judy Gray Date 5.16.13

Teacher Representative(s) Polly Quigley Date 5-16-13
_____ Date _____

Complex Area Superintendent (CAS): SUZANNE MULCAHY (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: Suzanne Mulcahy Date 5/21/13

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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Kalaheo High

**Trend Report:
Educational and Fiscal Accountability**



School Report for School Year 2011-2012

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2011-12. 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	#	#	%	#	%	#	%	%
2009-2010	859	102	11.9%	28	3.3%	187	21.8%	na
2010-2011	808	92	11.4%	21	2.6%	193	23.9%	na
2011-2012	828	79	9.5%	13	1.6%	208	25.1%	na

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	%	%	%	#
2009-2010	56	98.2%	10.4	63%	85%	42.9%	na
2010-2011	54	96.3%	10.8	61%	87%	42.6%	na
2011-2012	48	93.8%	10.5	54%	87%	39.6%	na

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																
2009-2010	na	na	na	na	na	na	73.3	na	na	na	na	na	na	50.2		
2010-2011	na	na	na	na	na	na	81.0	na	na	na	na	na	na	52.6		
2011-2012	na	na	na	na	na	na	74.9	na	na	na	na	na	na	51.4		

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	6	8	10
2009-2010	na	na	na	36.7
2010-2011	na	na	na	31.7
2011-2012	na	na	na	33.5

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2009-2010	na	na	na	8.6%	18.8%	79.5%	1.7%
2010-2011	na	na	na	5.6%	10.7%	87.2%	2.1%
2011-2012	na	na	na	10.0%	15.1%	82.1%	2.8%

1- Starting in 2010-2011 the new Adjusted Cohort Graduation Rate methodology is used (for a brief explanation see Trend Report Guide)

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

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
2009-2010	na	90.6%	na	27	na	1	na	21
2010-2011	na	91.9%	na	31	na	2	na	4
2011-2012	na	90.5%	na	21	na	6	na	13

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 % of student % of teacher		School mean (range 1-3)
2009-2010	Yes	No	7	14.3%	41.4%	76.7%	na
2010-2011	--	No	4	50.0%	42.4%	68.6%	na
2011-2012	--	No	5	0.0%	66.4%	73.2%	na

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
2009-2010	--	--	--	87.1%	59	491
2010-2011	--	737	91.2%	92.6%	--	621
2011-2012	--	--	--	94.0%	--	279

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2009-2010	\$4,825,336	\$452,327	\$429,333	\$22,994	none
2010-2011	\$4,946,855	\$499,866	\$476,713	\$23,153	none
2011-2012	\$4,423,082	\$333,344	\$309,118	\$24,226	none

*Explanation of Significant Budget Changes

Department Meeting Minutes (email to S. Hummel, post on school docs)

Department Chair: R K [redacted]

Recorder: R K [redacted]

Attendees: J D [redacted], M-K P [redacted], N P [redacted], J O [redacted]

Date:

(at 2:30 - after roster verification)

Meeting Minutes

Agenda Item

Notes and Key Decisions (Data Review, Assessments, Interventions, etc.)

Next Steps (Include action, who is responsible, & any supports needed)

Review Department PLC Goals for SY 2012-13

- ILG goals: Critical Thinking & Writing Process – The DBQ (synthesis essay)**
- ✓ At the end of the school year students will be able to create a synthesis essay utilize primary source documents.
 - ✓ Qrt 1 Goal:
 - ▶ students will be able to analyze and apply historical information from political cartoons.
 - ▶ Students will be able to write a short answer response paragraph (topic sentence, 3 supporting facts & explanations, and a concluding sentence) using a political cartoon.
 - ✓ Qrt 2 Goal:
 - ▶ student will be able to analyze and apply historical information from a primary source document
 - ▶ student will be able to write a short answer response paragraph (topic sentence, 3 supporting facts & explanations, and a concluding sentence) using primary source documents
 - ✓ Qrt 3 Goal: TBD
 - ✓ Qrt 4 Goal: TBD

- What we've done so far:**
- ✓ Created SS Dept. Writing Rubric aligned to English Dept. Synthesis Writing Rubric
 - ✓ Implemented variety of primary source document analysis strategies
 - ✓ Developed and implemented common course baseline and Qrt 1 formative assessment for to measure critical thinking and writing progress (primary source document analysis and short answer response)
 - ✓ U.S. History - created common course content/activities for Qrt 2 benchmarks

Share Qrt 1 Data: Primary Source Document Analysis & Constructed Response Scores

Actual numbers will be given at next meeting (still grading some papers)

Bring numbers to next data meeting Oct. 16

Data Discussion Student Strengths/Needs

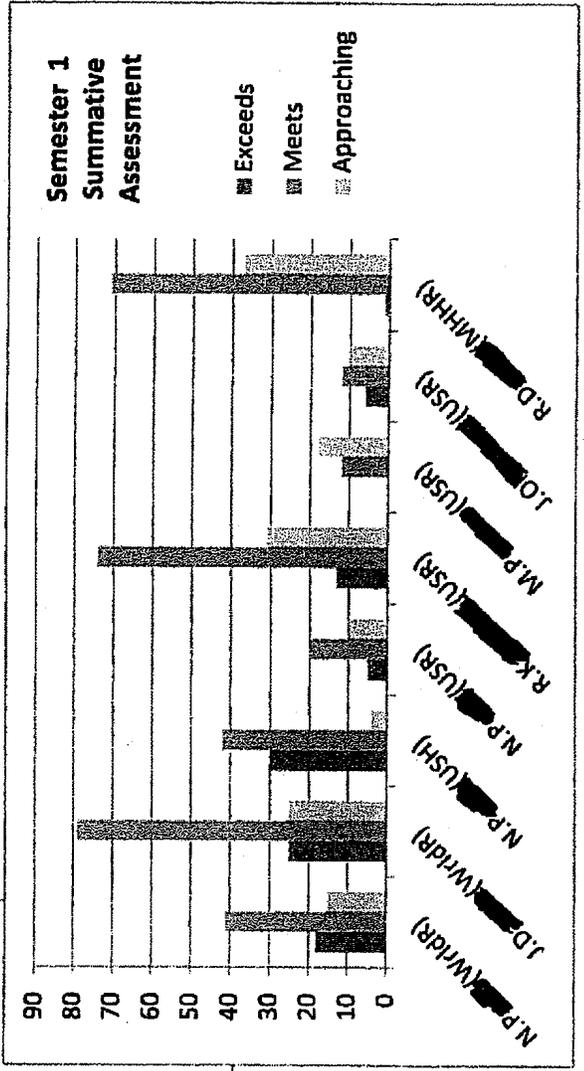
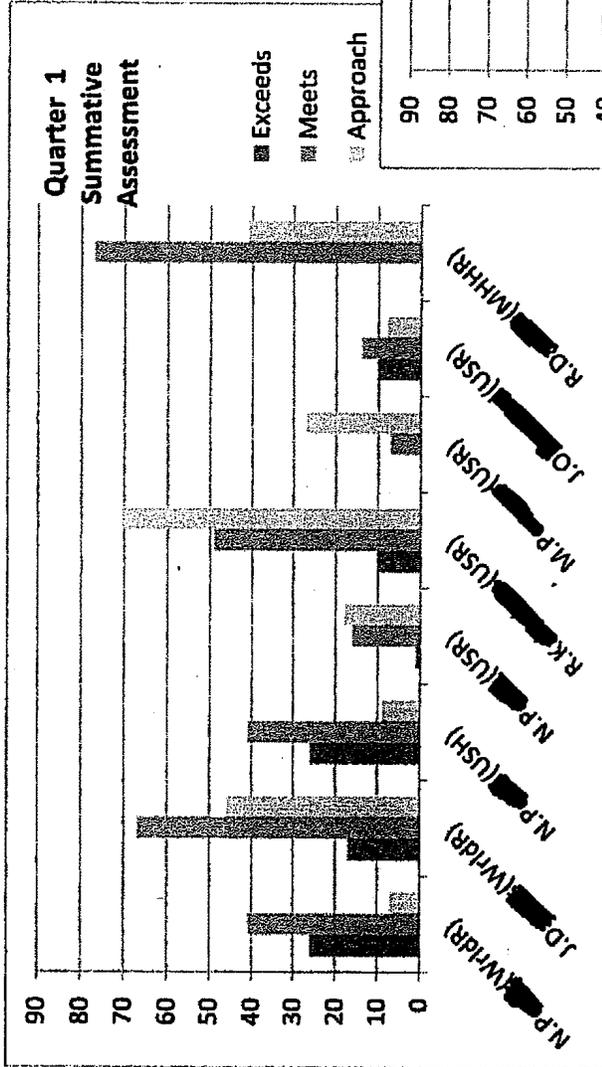
- Overall results:**
- Strengths:**
- ✓ 2/4 US history teachers saw improvement using the RACE strategy for short answer response; students in gen ed. improving on ability to analyze political

	<p>cartoon</p> <ul style="list-style-type: none"> ✓ 1/4 US history teacher saw student improvement in student ability to analyze political cartoon, needs more time to work with students using the FACE strategy ✓ 2/2 World history teachers saw improvement in students being able to analyze primary source documents and use them in their responses. "Students were actually doing history" as evidenced by their written responses. ✓ 1/1 MHH students continuing to analyze documents to support thesis. <p>Needs:</p> <ul style="list-style-type: none"> ✓ Students need to be better critical thinkers - use the documents and the content information to articulate positions and support them. ✓ It is a challenge for students to create written responses if they first can't "do the history". 	
<p>Department Sharing</p>	<p>Dept. agrees to Refocus our energies on the critical thinking skill of social studies – to do history students need to be able to ask questions and make sense out of information before they can articulate a written argument.</p> <ul style="list-style-type: none"> ✓ Will continue with writing skills for students to be able to articulate cogent written arguments and use the developed writing rubric. ✓ Will focus on critical thinking skills and strategies ✓ Students acquire Critical Thinking skills and strategies to do history and then write about it. <p>General understanding that we need to define the types of data we need to collect and develop common ways of collecting this data. Identified types of data</p> <ul style="list-style-type: none"> ✓ Critical Thinking Data – how we get the kids to read the info, understand, and apply the info and judge the validity of the arguments. ✓ MC data – content (to meet the end of course exams requirements) ✓ Primary source documents data – students able to use the documents to support their thesis, find evidence and explain how used in historical writing ✓ Writing data <p>Need to develop/use:</p> <ul style="list-style-type: none"> ✓ Common grading/evaluating critical thinking ✓ Common strategies to develop critical thinking skills 	<p>Dept Next steps:</p> <ul style="list-style-type: none"> ✓ Determine the one or two types of data we will be collecting and how we will be collecting this data ✓ Determine common strategies and assessments to use that will get us the data we want that shows improvement in 1) critical thinking 2) writing.
<p>Next Meeting Proposed Agenda Items</p>	<ul style="list-style-type: none"> ❖ Everyone in F102: <ul style="list-style-type: none"> ➢ Bring quarter 1 writing assessment data scores w/specifically identified strengths & needs for critical thinking (student ability to analyze the documents) and writing. ➢ Bring at least one critical thinking strategy you use and have had success with in the classroom <p>Critical Thinking Rubric Resource: http://www.calstatela.edu/academic/aa/assessment/assessment_tools_resources/rubrics/scoringrubric.pdf</p>	

Writing Assessment Data: Primary Source Document Synthesis (DBQ) Response Raw Score Data

Q1	N.P. (Wdr)	Wr J.D. (Wdr)	W.N.P. (Wdr)	US N.P. (Wdr)	US R.K. (Wdr)	M.P. (Wdr)	J.O. (Wdr)	R.D. (Wdr)	M.H.R. (Wdr)
Exceeds	26	17	26	1	10	0	10	0	0
Meets	41	67	41	16	49	7	14	77	77
Approach	7	46	9	18	71	27	8	41	41
	74	130	76	35	130	34	32	118	118

Q2	N.P. (Wdr)	Wr J.D. (Wdr)	W.N.P. (Wdr)	US N.P. (Wdr)	US R.K. (Wdr)	M.P. (Wdr)	J.O. (Wdr)	R.D. (Wdr)	M.H.R. (Wdr)
Exceeds	18	25	30	5	13	0	6	1	1
Meets	41	79	42	20	74	12	12	71	71
Approach	15	25	4	10	31	18	10	37	37
	74	129	76	35	118	30	28	109	109



Fw: Vote on Kalaheo's current modified bell schedule

Luseane Suliafu to: Raymond Camacho

Cc: Susan Hummel

03/07/2013 02:39 PM

----- Forwarded by Luseane Suliafu/KALAHEOH/HIDOE on 03/07/2013 02:38 PM -----

Susan

**Hummel/KALAHEOH/HID
OE**

03/06/2013 02:00 PM

To Luseane Suliafu/KALAHEOH/HIDOE@HIDOE

cc

Subject Re: Vote on Kalaheo's current modified bell schedule 

Hi Ms. Suliafu,

Please also send this email to Raymond Camacho - email address is rcamacho@hsta.org
According to our waiver/exception application, the Teacher Representative should email the
UniServ Director and also Mr. Camacho.

Luseane Suliafu/KALAHEOH/HIDOE

Luseane

**Suliafu/KALAHEOH/HID
E**

03/04/2013 04:11 PM

To Raymond "RJ" Rodriguez <rrodriguez@hsta.org>

cc Susan Hummel/KALAHEOH/HIDOE@HIDOE

Subject Vote on Kalaheo's current modified bell schedule

Dear Mr. Rodriguez,

Voting for the Kalaheo Modified Bell Schedule was conducted from February 28th - March 4th,
2013. Fifty -six teachers voted. Forty-five of which voted Yes and eleven voted No giving it an
80% to keep it.

Sincerely,

Luseane Suliafu

5 DAY BELL SCHEDULE

	5A	5B	5C	5D	5E
8:00-8:55	1	7	5	4	2
9:00-9:55	2	1	6	5	3
9:55-10:10					
10:15-11:15	3	2	7	6	4
11:20-12:15	4	3	1	7	5
12:15-12:45					
12:50-1:45	5	4	2	1	6
1:50-2:45	6	ALTERNATING STUDY PERIOD MEETING		ALTERNATING STUDY PERIOD MEETING	
2:45-2:55	ACTION		ACTION		ACTION