

HB2007 HD1

Relating to Instructional
Time; Bell Schedules

EDU, WAM

Date: 03/16/2012

Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

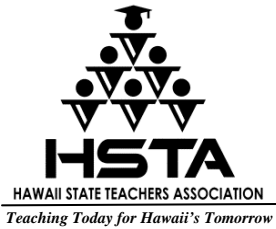
Title of Bill: HB 2007,HD1 (hscr776-12) Relating to Instructional Time

Purpose of Bill: Requires the Department of Education to devise four bell schedules each for elementary, middle, and high schools, except for charter schools and public multi-track schools. Repeals the general requirement that all public schools except charter schools and multi-track public schools include one thousand eighty student instructional hours for the 2016-2018 school years. (HB2007 HD1)

Department's Position:

The Department of Education (Department) supports HB 2007, HD1 (hscr776-12), with the amended definition of "student instructional time." The expanded definition provides clarity of what constitutes instruction.

The Department will work with appropriate role groups to develop and implement consistent standardized bell schedules. Standardized scheduling will allow for coordinated planning and learning opportunities for students and school staff.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: RELATING TO EDUCATION – HB 2007 HD 2

March 16, 2012

WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Tokuda and Members of the Committee:

The Hawaii State Teachers Association continues to oppose HB 2007 HD 2. There is a process in place, agreed to by the DOE, to adjust the teacher work day and change bell scheduling. This legislation appears to be another layer to process. We assert that better educational programming would be well-served by evaluating the status of Act 51 before enacting additional mandates.

The authority to change bell schedules at schools clearly lay in the hands of the Administrator as defined in Act 51. However, a collaborative process to change to bell schedules does exist. If the redistribution of the contractual workday will be affected then the “exceptions process” is followed and allowed under Appendix IV of the BU-05, Collective Bargaining Agreement. It is also outlined in the guidelines for School Community Councils.

A bell schedule process:

- Academic/Financial planning for the next school year is started. After reviewing the data it may be suggested that a new schedule be put in place to achieve identified goals for students
- New bell schedules are then drafted by a bell schedule “committee”, generally a partnership between various school leadership committees and administrators.
- After schedules have been drafted, they are recommended to staff members. Teachers will then have an opportunity to discuss and then agree and/or suggest changes.



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- If the changes suggested affect the teachers “contracted” workday then discussion will occur about the change to the schedule. A typical decision-making process may entail an oral vote to see if there is consensus among staff members.
- If after “good-faith” efforts to come to an agreement are exhausted, a “fall-back” decision-making process begins.
- HSTA teacher representatives coordinate a vote of its members through a secret ballot process. The process of this vote is outlined in the BU-05 contract. **This was agreed to in bargaining as part of implementing Act 51.** For the vote to be valid and recommended changes accepted, 66-2/3 % of all ballots cast by teachers must be in the affirmative.
- Once completed, if approved by the vote, it goes to the SCC. All stakeholders agree and its moved to the next level, the 2+2 committee
- The committee is composed of two representatives each from the Department of Education and HSTA. This committee will then come together to look at all State contract waiver exception applications. The exceptions process has been used to change parent/teacher conferences, grading periods, and bell schedules. It was used throughout the furlough period to adjust schedules.

The committee reviews the information from school stakeholders in order to ascertain whether or not the bell schedule codification process has been followed appropriately and whether the application for a contract exception should be granted. The 2+2 committee ensures that everyone who should be given a chance to provide input into the process of altering the school schedule has been heard. In the appropriate format and venue, its decisions are mutually agreed upon. The committee can either defer an exception request (to gather more information) or recommend passage on to the Board of Education, once all contractual issues have been resolved. It is completed in time not to affect schedules and registration for classes.



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Under the exceptions process, Kahuku High and Intermediate School, for example, wanted to implement a rotating schedule in order to fulfill a district directive of moving to a seven-period day. The request was approved almost unanimously by teachers and subsequently approved by the BOE. It is worth noting that the scheduling model used by Kahuku allowed the school to give teachers two prep periods and allowed small learning communities and teaching teams extra time to evaluate student data, identify struggling students, and host parent meetings. The workday was not lengthened but work time was redistributed. Teachers gave their input and approval through the contractual exceptions process.

Thus, from our perspective, standardization of schedules is unnecessary. If administrators have difficulty obtaining necessary scheduling changes, then the collaborative process is in place for teachers, members of the SCC and 2+2 committee—to resolve differences among impacted parties. Concerns about the inability of administrators to obtain a “supermajority” of votes necessary to enact scheduling changes are misplaced since many schools have done so the past several years. A disagreement may come into place when a teacher workday is extended or a redistribution of their work time occurs. It has also occurred when teachers see an impact on growing class sizes. When changes impact the teachers work day; it is subject to contract guidelines.

The changes outlined in this bill, could impede collaboration. There is no guarantee that elementary, middle, and high schools within the same complex area will choose schedules that align with one another. If, after standardized schedules have been proposed by the DOE, schools choose schedules that don’t mesh or seek an exception from standardization, then the problem that this bill purports to



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solve will remain in effect. It will further erode the power of schools to address their own student needs.

The definition of instructional time in this bill is broad. It is already in place as defined currently by the GLO's. We appreciate the additional clarity but feel it's not necessary to further legislate what is already in place.

We will again encourage you to use this measure as an opportunity to dialogue about the effectiveness of Act 51's numerous initiatives, including functions of School Community Councils and the weighted student formula, both of which, in our opinion, can be augmented to be more inclusive with respect to giving teachers a greater voice in determining the trajectory of their school.

The state's education goals are best served when policies are based on a consistent foundation and direction. The bell schedule measures in question further centralizes governance of the DOE and ultimately, the classroom experience. We must work together to redress problems with existing initiatives before embarking on new reforms.

We encourage you to end this debate and stop this bill from going forward.

Thank you for the opportunity to testify.



HAWAI‘I EDUCATIONAL POLICY CENTER

Informing the Education Community

Written Testimony
presented before the
Senate Committee on Education
March 16, 2012, 1:25 pm, Capitol Auditorium
by
Donald B. Young, Director
Hawai‘i Educational Policy Center

HB 2007 HD1 Relating to Instructional Time

Testimony in Opposition.

Chair Tokuda, Vice Chair Kidanii, and Members of the Committee on Education.

The Hawai‘i Educational Policy Center (HEPC) opposes HB 2007 HD1 as currently drafted. Among our concerns are the following:

1. The bill could benefit from a purpose section.. While there has been some discussion as to the disparity of student learning times from school to school, there is nothing in the bill to clarify this. It is not clear if the purpose is to ensure a minimum length of the students’ school day, and if so, what that length should be.
2. The bill continues the model of top down governance. HEPC encourages the shift from rigid one-size-fits-all structures to more flexible, school-based decision making. HEPC does not support the concept that all elementary, middle and high schools must conform to an abstract or arbitrary management of time during the student’s learning day or week. While Hawai‘i policy makers have often advocated for more decentralized governance, this bill appears to shift back to the older model in which State level policy makers know best.
3. School level input is appropriate. There is no provision for input from individual schools, or even from the various complexes or districts.
4. The waiver process is often cumbersome. HEPC does appreciate that individual learning communities may apply for a waiver. However, waivers typically require several levels of approval and can be tedious and bureaucratic. The burden of proof will be on the school, rather than the State office. HEPC respectfully requests that your committee amend this bill to require that one “option” for bell schedules be a set of criteria for individual schools. If for any reason a school prefers an alternative to one of the standardized schedules, as long as they met the criteria, they could proceed.

HEPC agrees with the dynamic and broad definitions of instructional time contained in this draft.

Thank you for the opportunity to provide this testimony.

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Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Senate Committee on Education
Senator Jill Tokuda , Chair
Senator Michelle Kidani, Vice Chair

March 14, 2012

Dear Chair Tokuda, Vice Chair Kidani and Committee Members:

This testimony is in support of HB2007 HD1.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 30 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

HB2007 HD1 states that the Department of Education will devise up to four standard bell schedules, and a school would have the discretion to implement one of them to meet the instructional time requirement for the 2014-2015 year. For elementary schools, the requirement is 915 hours per year (5 hours and 5 minutes/day) and for secondary schools it is 990 hours per year (5 hours and 30 minutes/day). This would apply for all the public schools except charter schools or multi-track public schools.

The Coalition supports the bill. We are very pleased to see that the amended versions include a definition of student instructional time which we feel will make it easier to develop the bell schedules and meet the instructional hours required by the law.

The four bell schedule options gives schools structure in the bell schedules, but at the same time, allows the flexibility in meeting the instructional time requirement. For the families and students, this alignment and standardization will make understanding the bell schedules much easier. Military and other new families moving to the state will also have a much easier time understanding the schedules and all families will know that their children are receiving the minimum amount of instructional time set by law. They will also know that in addition to great teachers in the classroom, their children will be receiving an amount of instruction equal to their peers statewide and on the mainland. Additionally, if there were standardization in bell schedules among schools in a complex or adjoining complexes, students would be able to take an AP, theatre, band or other

class at another high school which is not available at their home campus (online or in person). Or, an 8th grade student could take an advanced math or science class online or in person at their nearby high school. This could happen since the learning times would be the same time at each campus. This alignment in bell schedule would create opportunities for learning that are currently impossible with the many different schedules. As we consider 21st century learning opportunities, the aligned bell schedules may create an array of options for online, dual enrollment, and project based learning.

We would be glad to work with the legislature, department and unions to make this effort successful.

Thank you for the opportunity to testify and for your consideration.

Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director



*Academy 21
After-School All-Stars Hawaii
*Castle Complex Community Council
Center for Civic Education
*DOE Windward District
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
*Good Beginnings Alliance
Harold K.L. Castle Foundation
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Education Matters
*Hawai'i Nutrition and Physical Activity Coalition
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
It's All About Kids
*INPEACE
Joint Venture Education Forum
Kamehameha Schools
*Kanu Hawai'i
Kupu A'e
*Leaders for the Next Generation
McREL's Pacific Center for Changing the Odds
*Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
The Learning Coalition
US PACOM
University of Hawai'i College of Education
Voting Members (*)



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Legislative Director

TESTIMONY FOR HOUSE BILL 2007, HOUSE DRAFT 1

**Senate Committee on Education
Hon. Jill N. Tokuda, Chair
Hon. Michelle N. Kidani, Vice Chair**

**Friday, March 16, 2012, 1:25 PM
State Capitol, Auditorium**

Honorable Chair Tokuda and committee members:

I am Kris Coffield, representing the IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in support of, with amendments for HB 2007, HD1, relating to instructional time.

Until recently, the IMUAlliance has opposed efforts to standardize instructional time, believing that doing so outside of the collective bargaining process may impact ongoing negotiations between the Hawaii State Teachers Association and the state regarding compensation for lengthened learning time, as well as distribution thereof. We continue to believe that standardization of bell schedules must be implemented with careful consideration for varying transportation schedules, class sizes, and school populations, in addition to an increased emphasis on localized accountability and management of student needs.

We find that there is much to like about the proposed measure, however, such as the long overdue codification of a state-sanctioned definition of instructional time, something that is absolutely necessary if discussions about how to best account and allocate resources for forthcoming elongated school days are going to progress. Moreover, we are especially pleased that the definition of instructional time contained in this measure is connected to general learner outcomes, ensuring pedagogical and programmatic flexibility throughout the Department of Education. Finally, we heartily note that the bill expands the HSTA-BOE master agreement exceptions policy to allow schools to petition for exceptions to standardized periods, should a school find that the schedules devised by the department fail to maximize student achievement. While the measure may heighten the number of schools seeking an exemption, the modified exceptions statute guarantees that due process will be granted to schools in the event that standardization results in unintended consequences for educators, their classrooms, or the output of their keiki.

That said, we believe that the following amendment would strengthen the bill, as it moves forward. To address concerns that the State Legislature is micromanaging the DOE, we suggest allowing the department flexibility to determine the number of scheduling options necessary for each scholastic level (elementary, middle, and high schools), which may or may not require the same number of options. Accordingly, we encourage your committee to revise Section 1 of this bill to read: “**§302A- Bell schedules.** The department shall devise ~~up to four~~ **multiple** standard bell schedule options for elementary, middle, and high schools. A school shall have the discretion to implement one of the available bell schedules for each grade level. This section shall not apply to charter schools or multi-track public schools.”

On a personal note, we entreat you to address the lack of statewide definition of “student achievement,” in the near future. While this measure is not the appropriate place to begin such a discussion, it is worth noting, perhaps, that overall efforts to reform lagging schools and advance achievement are inhibited by the lack of a vision of what achievement entails. Disagreement over what metrics to utilize for assessment should not be viewed as a barrier to bringing stakeholders together to debate how to define success and, hopefully, find common ground from which to build schools that are a reflection of our own best selves.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance

Scholastic Scheduling Solutions (S³)

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March 14, 2012

Greetings Hawaii State Legislature and Department of Education,

We at Scholastic Scheduling Solutions (S³) would like to inform you that we are in support of Bill # SB2535-SD2, "Instructional Time; Bell Schedules".

We also wish to provide you with information regarding our **Bell Schedule Evaluation & Development Project (BSEDP)**. We have recently completed this project successfully with the Fort Worth Independent School District (FWISD) (http://schools.fwisd.org/monnig/news/Pages/2012-02-15_schedule.aspx) and have partnered with school districts of similar size and larger than Hawaii Public Schools (HPS), such as the Houston Independent School District (HISD).

In conducting the project, S³ will thoroughly evaluate HPS's current master schedule environment. We will capture and analyze the district's unique requirements and constraints regarding the Bell Schedules (i.e., rotation, student enrollment, instructional time for students and staff, facilities, teacher contracts, educational methodologies and curriculum, etc). We will then utilize this data to develop multiple Bell Schedule scenarios to assess the viability of each. The results of this phase of the project will include critical metrics (e.g., increased instructional time, improved class balance, etc.), and our recommendations, which will enable you to make an informed decision regarding the specific 4-Bell Schedules to select. S³ will then successfully implement the selected Bell Schedules within HPS.

We are requesting an opportunity to meet onsite with Senator Jill N. Takuda and other pertinent members to discuss the Bell Schedule project in more detail and determine the best method of moving forward together.

We look forward to hearing from you!

Scott Malo

Vice President of Business Development and Customer Service

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Your Varsity Scheduling Team !

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March 14, 2012

The following is a press release from the Fort Worth Independent School District (FWISD) on February 15, 2012: http://schools.fwisd.org/monnig/news/Pages/2012-02-15_schedule.aspx



The **Fort Worth ISD** is adopting consistent bell schedules for its traditional high schools and middle schools. Beginning next fall, all of the District's traditional high schools will use a seven-period bell schedule and all of its middle schools will utilize a 5 X 5 block schedule.

Both moves will result in a dramatic increase in core subject classroom time and is part of the "singleness of purpose" being emphasized by new **Superintendent Walter Dansby**.

"This is not just a pocketbook issue, but one of instructional effectiveness," says Superintendent Dansby. "Having this consistent schedule will dramatically increase the number of hours of instruction our students receive. It will also help students by giving them equity of access to more courses. And, it will address some of the gaps caused by the fact our District has a high mobility rate."

Chief of Schools Robert Ray presented a report on the move to common bell schedules during the Board of Education meeting on February 14. He said the current inconsistent practices of the District have "created unintended and unnecessary obstacles for our students and teachers."

While increased instructional time is one benefit to the new bell schedules, another will directly impact teachers. The District will be able to more effectively offer professional development to teachers.

At the high school level, the seven-period bell schedule will result in:

- A significant increase in instructional time, **equivalent to 5.6 weeks per year in each core content class** (when compared with the 8-period model)
- More opportunities for teachers to meet with students weekly (when compared to the A/B block model)
- More efficient use of staffing
- More efficient use of classroom time
- More continuity for all students

The seven-period bell schedule will also lend itself easily to offering additional course options such as zero periods and 8th periods. This increases options for students and teachers.

At the middle school level, the 5 X 5 block schedule will provide:

- More instruction time in key content areas – **the equivalent of eight weeks of additional instruction**
- More minutes of class time within each instructional period
- A lower student to teacher ratio class size

Scholastic Scheduling Solutions (S³)

Some have expressed concern that this plan will reduce the number of electives a middle school student may take. However, Mr. Ray says the 5 X 5 schedule still allows for multiple electives.

“With this schedule, some middle school students may take as many as four electives in a single year,” he said. “We cannot be as liberal in the offering of electives as we have been in the past. However, this schedule does allow for children to have a well-rounded experience in the Fort Worth ISD.”

Fort Worth ISD examined this situation thoroughly before making a recommendation. More than 200 people from all over the District were directly involved in this process, including every high school principal and every middle school principal. Additionally, the District looked at best practices across the state and found that a number of urban districts with limited resources have adopted the seven-period schedule and are experiencing excellent results.

Beaumont ISD and **Northside ISD** (in San Antonio) are two of them.

Scott Malo

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Your Varsity Scheduling Team !



HOUSTON INDEPENDENT SCHOOL DISTRICT

HATTIE MAE WHITE EDUCATIONAL SUPPORT CENTER
4400 WEST 18TH STREET • HOUSTON, TEXAS 77092-8501

November 18, 2011

To whom it may concern:

In October of 2010 the Houston Independent School District (HISD) met with Scholastic Scheduling Solutions (S3) to discuss our district Master Schedule process. During this initial meeting, based upon their evident knowledge and expertise, it became very clear that S3 was the right organization to champion this project.

As the HISD project leader for the Master Schedule Process Improvement Project (MSPIP), it gives me pleasure to commend and recommend our partners, Scholastic Scheduling Solutions, to any school district seeking to achieve a more efficient master schedule building environment.

The S3 team conducts themselves in a professional manner and they are clearly dedicated to the success of the project. They deliver a quality product, have done so in a timely manner, and have regarded our staff with the utmost respect. Their communication and organizational skills are exceptional. All members of their team have taken great pride in their work and in maintaining an excellent client relationship.

S3's team oriented approach produces positive results and builds an environment in which the client is truly a vital part of the process. We are impressed with their ability to adapt to changes within our landscape. They have worked closely with us to insure all members involved with the project continue to be satisfied with the results. Our newly improved *Master Schedule Process Plan* will save us valuable time and will translate into saved funds that can be redirected to other areas of need in our district. As budgets continue to be reduced each year, it is critical we streamline this process to ensure maximum efficiency as we move forward. We look forward to a long-term relationship with S3 as our scheduling partners.

I highly recommend their services.

If you have any questions or would like additional information, please feel free to contact me via e-mail: sverrett@houstonisd.org or office phone: 713.696.0600.

Best,

Mr. Shannon L. Verrett

Mr. Shannon L. Verrett, Senior Manager
Leadership Development Department
Houston Independent School District

Robert Ray
Chief of Schools

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robert.ray@fwisd.org



October 19, 2011

To Whom It May Concern:

It is my pleasure to recommend the services of Scholastic Scheduling Solutions (S3) to your school district. During the past year, our staff has worked directly with the dedicated staff at S3 developing and implementing our Master Schedule Process Development Plan (MSPDP). The company offers top-notch quality, service and knowledge in their area of expertise. Across the board, we are always pleased with their performance. They bring tremendous organization, project management and communication skills. We are always aware of our responsibilities and are provided clear direction so that we maintain course.

Our project creating the new district Master Scheduling foundation we will have implemented with S3 will ensure a more efficient way for all of our schools to build their master schedules in a methodical and timely manner which will save our district time and money.

We believe that their creativity and knowledge will prove invaluable to the success of this project. Please consider Scholastic Scheduling Solutions for your Master Scheduling needs. I highly recommend them and look forward to our continued relationship.

Please feel free to contact me if you would like additional information.

Sincerely,

A handwritten signature in blue ink that reads "Robert Ray". The signature is written in a cursive style and is positioned above the printed name.

Robert Ray, Chief of Schools

Michael N. Sorum
Chief Academic Officer
Curriculum and Instruction

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October 14, 2011

To Whom It May Concern:

It gives me great pleasure to recommend Scholastic Scheduling Solutions to school districts around the world. This letter provides an opportunity to share my thoughts towards the S3 staff, who are not only a well respected partner of the Fort Worth Independent School District, but also our friends and colleagues.

Our district selected S3 to lead a project for improving the district's master scheduling process. The S3 team has proven to be both professional and clearly committed to success. Their organizational and project management skills are excellent, and their in-depth knowledge of master scheduling and school information systems is evident. Our leadership staff has been provided clear and concise information for each step of the process, as well as beneficial status updates, so that all project tasks are successfully completed within the agreed upon time frame.

The new district Master Scheduling foundation we are implementing with S3 will ensure a more efficient process for our schools to develop their master schedules, which will result in saving our district valuable time and money, and enable us to focus those resources directly towards the students.

Please accept my sincere recommendations for your organization to partner with S3. They have proven to be a valuable asset, and you will certainly appreciate their contributions and potential to your district.

You are always welcome to contact me if you would like additional feedback regarding S3's performance at the Fort Worth Independent School District.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael Sorum", is written over a horizontal line.

H.B. No. 2007 – Bell Schedules

Title: A Flaw in the School System?

Good afternoon, Senators. My name is Zachary Fielding. I am a high school sophomore attending Moanalua High School. Today, I will be testifying on HB 2007, in regards to bell schedules and the amount of instructional days and hours for public schools throughout the state. Personally, as a public school student who would be affected by this bill, I am strongly opposed to it. There are many different reasons which support my decision to testify against the bill today.

First, I would like to review the purpose of the bill. The bill states that “Beginning with the 2012-2013 school year...all public elementary schools in the State, shall implement a school year that includes nine hundred fifteen student instructional hours.” Currently, 50% of elementary schools implement this amount of student instructional hours. Furthermore, “all public secondary schools...shall implement a school year that includes nine hundred ninety student instructional hours.” This amount of instructional hours would be implemented over a span of 180 instructional days. The bill then goes on to explain that the department would present the schools with up to four different bell schedules and the schools would pick which bell schedule they would conform to. These are, basically, the main points of the bill.

The major concern most schools will have is how to revise their current schedules to fit the requirements presented in the bill. Every school throughout the state has a bell schedule customized to their specific needs. Some schools provide each student with more classes than another school might provide to their students. As a result, each school has figured out the schedule which works best for their specific needs. Because each school is different in terms of the services they provide their students, requiring each school to conform to one of four generic bell schedules will cause complications for each school, possibly causing a school to have to eliminate one of the services they provide their students.

Furthermore, there is no direct correlation between the amount of instructional hours for a school and how effectively their students perform. For example, Moanalua High School underwent accreditation by the Western Association of Schools and Colleges in 2006. The school was awarded the maximum six year term of accreditation. Moanalua High School's bell schedule does not meet the requirements presented in the bill. Regardless of the amount of instructional hours, or lack thereof, implemented at Moanalua High School, the school managed to pass accreditation and be rewarded the maximum term. This disproves the correlation made between the amount of instructional hours and days presented in the bill. The amount of instructional hours implemented at a school has barely any linkage to the school's performance. Simply put, quality over quantity, in terms of instructional time implemented by schools; it is how effectively a school can use the instructional time that decides the overall performance of the school and its students, **not** how many.

In conclusion, I respectfully ask that you take into consideration the facts and concerns I have presented to you today. Thank you for your time.

Senate Education Committee hearing on Friday, March 16, at 1:15 P.M.

House Bill Number: No. HB 2007

Title: Bell Schedules

Good afternoon, Senators. My name is Hunter Bruno and I am a sophomore at American Renaissance Academy. I am testifying on HB No. 2007, Instructional Time; Bell Schedules. I strongly support this Bill for the following reasons...

I come from a school where, when we first talk about the length of our school day, people cannot believe us. My school ends at 4:30 P. M. every day. For the last hour and a half every day, we have the ability to go to all of our teachers and work on homework with them, instead of at home. The only reason I bring this up is because in my school experiences they show that the extra time in the classroom with teachers leads to greater student understanding of the course or subject matter, thereby resulting in higher overall test scores. That is why when I saw this bill I knew I had to talk about it.

We've proven that more instructional hours and more hours with the teachers, students are, in fact, learning at a higher rate. If you sat down with a parent, and asked them if they wanted their child to succeed -- what do you believe the answer would be?

I have read the previous testimonies and I understand where both sides are coming from on their arguments. One of the issues is that teachers don't understand why recesses and lunch breaks are not instructional hours; they believe an instructional hour is from when they clock in in the morning, to when they leave. I believe that an instructional hour is when students are in the classroom, being instructed, being taught. One really can't call a lunch break an instructional hour, simply because there is no academic instruction going on, no class being held. It is important to see that this bill isn't just adding hours to the school day, it is adding instructional hours, where students will be giving undivided attention and learn.

I understand that being a private school student, this bill has no direct effect on me however, I hold this issue dear because I have friends who go to public school. I live in a community amidst public schools so it is important to hear the testimonies of their own youth. I feel as though when something happens to one person, it can affect a lot of people.

To sum up, what I have said here today, I know for a fact that more instructional hours has proven to improve student learning. I've talked about how, in my opinion adding instructional hours to the public school year will help students, and put them farther ahead. I've talked about how I feel that a better understanding for the students' homework, and higher test scores will come from this. And if you ask any parent on the street, don't you think that they would want their children to have the best education they can get?

Thank you for your time.

Senate Education Committee hearing on Friday, March 16, at 1:15 P.M.

House Bill Number: No. HB 2007

Title: Bell Schedules

Good afternoon, Senators. My name is Gabrielle Mason, and I am a freshman at American Renaissance Academy. I am testifying on HB No. 2007, Bell schedules. A bill for an act requires the Department of Education to devise four bell schedules for elementary, middle, and high schools, except for charter schools and public multi-track schools. I am strongly opposed to this Bill for the following reasons:

- As legislators, I feel that they should not micro-manage academic schedules. I say, let the individual schools set their own bell schedules because they are the ones who have the know-how of how an academic institution should be run. Legislators are not educators. How would you feel if teachers did the legislators' job?
- To say that breaks and lunch hours are not instructional times is a big mistake. Teachers teach not only in the classrooms, but everywhere there are students. Breaks and lunch times are as good opportunities to teach life-long virtues for students to live fit for this changing global society. Lunch times and breaks should be counted as instructional times and teachers should be compensated for it.
- Again from a teacher's point-of-view it wouldn't be fair that they have to work longer hours and not get paid for it. If that's the case, teachers should get paid for lunch and break times, because they not only teach students educationally; they teach them social skills as well. When one is given more work, is it not fair that one should get paid more?

Mahalo, Senators for your time and attention.

House Bill (HB) Number 2007

Title: INSTRUCTIONAL TIME, BELL SCHEDULES

Good afternoon, Senators. My name is Jannah Lyn Dela Cruz and I am a sophomore at Moanalua High School. I am testifying on HB No.2007, RELATING TO INSTRUCTIONAL TIME. I strongly oppose this bill because it gives less time for students to do extracurricular activities and it is unnecessary to increase instructional time.

If schools required more instructional time, school days will be extended. Thus, the day will hang over later afternoons. With this being said, students will not be able to actively participate in their clubs, sports and other extra curricular activities they are involved in.

Most students are a part of an extra curricular activity that occurs around school hours.

Whether it is before school, afterschool or on the weekends, extended instructional school time will take away a lot of time extra curricular activities use.

It is also unnecessary to extend school time. Being a part of at least one club, sport or any other extra-curricular is very crucial to the well being of our students. According to the nation's census, about 75% of 12 to 17 year olds who are a part of an extra curricular activity are on track academically. Compared to 60% of children in this age group who do not participate in these activities. Those are on track academically because they are a part of an extra curricular. Therefore, increasing instructional time to help the learning of our students will not be necessary.

Too much or extra unnecessary instructional time will not do good to the well being of our students. Therefore, this bill should not pass.

HB 2007

Title: INSTRUCTIONAL TIME

Good Afternoon, Senators. My name is Jessel Dela Cruz and I am a sophomore at Moanalua High School. I am testifying on HB No. 2007, RELATING TO INSTRUCTIONAL TIME. I strongly oppose this bill because it does not affect student learning, and it will decrease the amount of students attending school.

As a student of Moanalua High School, I know that we have the least amount of instructional time compared to other schools. We also have reached AYP (Academic Yearly Progress). Knowing that even with the amount of school hours we have now, increasing instructional time will not affect one's learning as well as reaching AYP. Increasing school hours won't affect the student learning. It's mainly on how you teach students and how they take in the information.

More and more students are known for not attending school because they dislike it. Increasing instructional time will make more students dislike school, therefore more tardy students, absences and drop outs. Hawai'i has about 33 high school students dropping out each school day. In order to prevent more drop outs, unexcused absences, and tardy students don't increase instructional time.

Increasing instructional time, otherwise known as school hours will not do any good to the student attendance and it does not affect student learning. I strongly oppose this bill. Therefore, this bill should not pass.

Hi, my name is Melia Steele. I am a sophomore at Moanalua High School and I support HB 2007, which gives every school day an average of 5.5 hours of instructional time. Currently, every school day only has 4 hours of instruction. Even so, teachers usually spend about 10-15 minutes of the period taking attendance and collecting work, and the actual instruction usually ends about 5 minutes before the end of the period. Therefore, even though we are designated to be learning 4 hours a day, there are really only 3.5 hours or less of instructional time each day. The increased instruction time will help with students' comprehension of material, and could lead to better grades and better test scores. With a better GPA and academic portfolio, more future opportunities are made available. An increased amount of instructional time in school could help students become smarter, go to college, get a career, and lead be part of a very educated next generation. Even though many students may complain about and protest the prospect of a longer school day, it will actually benefit them in the long run. I support HB 2007 and the extension of instructional time in a school day. Thank you.

House Bill (HB) Number 2007

Title: Instructional Time; Bell Schedule

Good afternoon, Senators. My name is Marikka Zavas and I am a senior at Kalaheo High School. I am testifying on HB No. 2007, Instructional Time; Bell Schedule. I strongly support this Bill for the following reasons of the revision of the amount of instructional time that is required.

As is currently stands, all the schools in the Windward District have different bell schedules and different amount of required instructional time per week that needs to be met. James B. Castle, Kahuku and Kailua high school all have classes that include instructional periods over an hour long. In comparison to Kalaheo only having 55 minutes per class period of instructional time.

From a recently done survey at Kalaheo high school, 38% of students feel as if there is not enough time in class. With myself being a current student at Kalaheo High School, I agree that there is not enough time in class.

Thank you for taking the time to read my testimony. I hope you will pass HB2007 to ensure unity in the schedules of the public school system.

March 15, 2012

TO: Senator Jill Tokuda, Chairperson

Senator Michelle Kidani, Vice Chairperson

Member of the Senate Education Committee

FROM: Kaelyn Okuhata

Hawaii State Student Council Maui District Representative

King Kekaulike High School

SUBJECT: Support of House Bill No. 2007

Hello, my name is Kaelyn Okuhata and I am a senior at King Kekaulike High School and Maui District representative on the Hawaii State Student Council. I am a supporter of House Bill No. 2007 regarding bell schedules, because as a member of KKHS's student council, it would be easier to coordinate inter-school council meetings, especially due to the varying demographic distances between Maui schools. The community would also benefit from these modified bell schedules, for there would be no confusion between conflicting schedules for parents with children in different schools. Traffic at the beginning and end of the school day would be organized and managed, as common hotspots for accidents could be pinpointed to a certain time and location effectively by security and police. Most importantly, the students of Hawaii are assured to receive equal educational hours, which are more crucial than ever after referring to the Report on Act 167/Act 52, stating that Hawaii has one of the least amounts of instructional hours in the nation. Thank you for your time and consideration!



HAWAII STATE STUDENT COUNCIL

475 22ND AVENUE, RM. 211
HONOLULU, HAWAII 96816

March 15, 2012

To: Senator Jill Tokuda, Chairperson
Senator Michelle Kidani, Vice Chairperson
Member of the Senate Education Committee
Keagan Sakai-Kawada

From: Keagan Sakai-Kawada
Chairperson, Hawai'i State Student Council
Representative, Waiākea High School Student Government Association

Subject: Support of House Bill No. 2007

Aloha! My name is Keagan Sakai-Kawada, and I am a junior at Waiākea High School as well as the Chairperson of the Hawai'i State Student Council. However, today I am testifying as a Representative of my school's Student Government Association. I am in support of House Bill No. 2007 because the State of Hawaii and the United States of America currently has one of the shortest instructional days and years out of all nations in the world. This is mainly caused by the fact that Hawaii public schools currently have an abundance of academic bell schedules, increasing confusion and dysfunction within the students' education. Hawaii needs to focus on preparing their students to be more college and career ready; thus, it is important that they be provided with an adequate amount of education time.

“The three-yearly OECD [(Organization for Economic Co-operation and Development)] Programme for International Student Assessment (PISA) report, which compares the knowledge and skills of 15-year-olds in 70 countries around the world, ranked the United States 14th out of 34 OECD countries for reading skills, 17th for science and a below-average 25th for mathematics.” How is it that the United States utilizes the greatest amount of its funds on education and yet doesn't rank higher in international assessments? Having the Hawaii State Department of Education develop four different bell schedules for the elementary, middle, and high schools will help schools adjust to the increased amount of instructional hours in the way that will benefit the schools best. It is about time such reform to increase the length of classroom learning becomes reality. It's never too late, nor is it too early.

Thank you for the opportunity to testify.

House Bill (HB) Number 2007

Title: Bell Schedules

Good Afternoon, Senators. My name is Kelly Ruan and I am a sophomore at Moanalua High School. I am testifying on HB no. 2007, on bell schedules. I am strongly opposed for the following reasons.

The first reason is that by extending school hours, it would change the times and arrangements of the student's extra curricular or activities. The activities such as school sports and outside duties may be able to adjust, but it would now be shortened to a lesser time. The student's normal routines that they have already gotten used to over the years would have to abruptly change. This change may even make these activities a non-priority and affect the well-roundedness of a student that is so well sought. Many other things may have to change and adjust, affecting not only the students, but the teachers too. Teachers would need to lengthen their instructional time by more than an hour.

The second reason is that there would be less time to do homework and other personal activities. This extra hour of instructional time would leave the student bursting with information and would most likely forget most of it by the end of the day. Bill No. 2007's intent is to get the student to get more instructional hours, but that is all it attempts to do. It does not help the student take in the information. For these two reasons, I am strongly opposed in having this bill relating to bell schedules be passed.

Re: HB 2007, HD1 HSCR776-12 (RELATING TO INSTRUCTIONAL TIME)

Purpose of Bill:

Requires the Department of Education to devise four bell schedules each for elementary, middle, and high schools, except for charter schools and public multi-track schools. Repeals the general requirement that all public schools except charter schools and multi-track public schools include one thousand eighty student instructional hours for the 2016-2018 school year. (HB2007, HD1)

From: Tricia Sumstine – DOE Secondary Teacher

Testimony:

Teachers support the intent of this bill, but we have major concerns with defining instructional time. If instructional time means time with students, then majority of teachers teach from the moment we step onto campus until the time we leave in the afternoon. In the morning, when I go into my classroom, I have students waiting at my door. I tutor students before school, recess, lunch, and after school. This year, I have been at school till about 6 pm daily because I spend my prep time tutoring students, or in parent/teacher conferences, and/or in teacher meetings. Many teachers spend their time advising clubs or coaching sports for our school. This means more time after school, during weekends, and/or on breaks (Fall, Spring, and Summer) with our students. When I am at home, I sometimes use email to send my students reminders or notes for upcoming assignments or tests. I even help my students answer homework questions through email in the evening or on weekends.

Different teachers have different concerns on defining instructional time. For example, a special education teacher needs more time for meeting with parents and writing IEPs during the school day. If the day is only for class time instruction, then these teachers will be at school till 7pm just to get their job properly completed. Instructional time should also include the prep that teachers do for their students. Teachers also need time to collaborate. Students deserve to have assemblies be part of instructional time. It develops opportunities for students to express their school spirit, personal pride. Most assemblies are coordinated by teachers and students. Some students take online classes or do mentorships outside of school. All of these are examples of instructional time.

Standardized bell schedules may seem like an easy fix to sync schools to be the same, but every school is unique. Some schools need to have two lunch periods or two assembly periods because their facilities do not hold the entire student body. Other schools offer before or after school classes to help struggling students to graduate. Title 1 schools may need a separate schedule to accommodate the extra programs to assist their students.

I understand that our ultimate goal is to support the students of Hawai'i, but we cannot put them all in the same box. Students are so diverse, teachers' needs are so various, and schools are so unique.

Teachers would love to be a bigger part of this process and work together to provide QUALITY education for our students. I have been teaching for 19 years and I am still in love with being in the classroom, but more "instructional" time and having the same bell schedules might make the job of educating our students more of an obstacle than a benefit.

Thank you for the opportunity to testify.
I am in opposition to this bill.

Signed,
Tricia Sumstine
DOE Secondary Teacher

House Committee on
Education

Representative Takumi - Chair
Representative Au Belatti - Vice Chair

March 15, 2012

Winton Schoneman
Bubbies Homemade Ice Cream and Desserts Franchisee

HB2007 IN STRONG OPPOSITION TO PROPOSED CHANGES RELATING TO INSTRUCTIONAL TIME

Aloha Chair Takumi and Vice Chair Au Belatti, members of the Committee. I am a small business person. The product of a family where several generations have been involved in education...my father was a sixth grade teacher. From 1991 to 1993 I was the department chief for Curriculum and Instructional Standards at the Naval Submarine Training Center, Pacific. Since the inception of Act 51 I have been involved with our public schools, working at the school level as SCC member/Chair, as a mentor and as an advocate. I am unique in one respect. Although my daughter graduated from public school, I have no children or grand children in Hawaii's public or private schools. In all my involvement with our schools I have been guided by one commitment...do what is best for the students. I am in strong opposition to SB2535 and its companion bill HB2207 because they dilute both the definition of "instructional time" and the amount of instructional time crucial to student improvement. Further, the community, through School Community Councils, does not appear to be involved in the process of determining bell schedules contrary to Act 51.

Specifically:

1. As written, the definition of instructional time is overly vague and lacks accountability. Specifically the definition refers to several standard learning environments and then has a catch all phrase "and all other activities in which there is a related general learner outcome attached to such time". Here are the referred to general learner outcomes from the DOE website:

"The GLOs should be an integral part of the school culture as the GLOs do not exist in isolation. The six GLOs are:

- **Self-directed Learner** (The ability to be responsible for one's own learning)
- **Community Contributor** (The understanding that it is essential for human beings to work together)
- **Complex Thinker** (The ability to demonstrate critical thinking and problem solving)
- **Quality Producer** (The ability to recognize and produce quality performance and quality products)
- **Effective Communicator** (The ability to communicate effectively)
- **Effective and Ethical User of Technology** (The ability to use a variety of technologies effectively and ethically) "

As you can see, the GLO's are by design very vague. By this definition, I could create any myriad of activities to fit the GLO's. Some examples might be:

- Being a member of a school club or organization
- After school job
- Playing video games
- Doing crossword puzzles

The GLO's are so broad as to constitute encompassing virtually every activity imaginable without an adequate review or approval process making accountability impossible.

I was involved in the discussion and crafting of the original legislation for Act 167. At that time we had discussed defining instructional time as learning time associated with an approved curriculum. By tying "approved curriculum" to learning time, there is an implicit requirement for review of the concept, means and possible outcomes of the exercise contemplated.

2. Removal of the requirement for one thousand and eighty hours of instruction per year flies in the face of reason, logic and comparison with data from schools around the world.
 - Hawaii schools rank very low when compared to US schools in the amount of time allotted to learning. When compared to worldwide schools we are at the bottom.
 - The following article was widely reported Feb. 17, 2012:

"HONOLULU (AP) - The union representing Hawaii's public school teachers has reached a tentative agreement on a key element of the state's Race to the Top grant that has recently been put in jeopardy because of unsatisfactory progress on promised reforms.

Hawaii State Teachers Association Executive Director Al Nagasako said a tentative agreement was reached Thursday on extended learning time for schools in Nanakuli and Waianae on Oahu and Kau, Keaau, and Pahoia on the Big Island. The schools are in zones targeted by Race to the Top reforms.

The plan calls for one hour more per day Monday through Thursday and 12 additional days of teaching training. That would result in about 18% more in compensation for the extra time.

Union members in the zones will vote Feb. 27."

Reading this article implies, to me, that someone, somewhere, within the education profession, believes that increasing the amount of time students spend in school, in class, with a teacher will result in better outcomes for students. The question then becomes, if

it is good for these students, why not all? I believe that the answer lies not in would it be beneficial for the students, nor in do we have the ability, nor in do we have the where with all. Instead it lies in where our commitments are.

- Our schools need the additional instructional time to improve the following areas:
 1. Many middle school and high school students receive complex homework in excess of three or four hours per night and most parents are ill prepared to help with the math and science studies; nor, do they have the requisite computer skills required in today's learning environment. Example: Here is an eighth grade math question...

Michael is two years older than three times Jennifer's age. If Jennifer is j years old, how would you calculate Michael's age?

- $3j+2$
- $3j-2$
- $3(j+2)$
- $3(j-2)$

My point here is that what is badly needed is monitored study hall time within the school day where a qualified instructor is available to assist students, answer questions and work with them to improve. Not only will we have better test results, we will also have improved student confidence, less frustration in the home, perhaps a lower dropout rate and fewer suicides.

2. Over the last twenty years we have seen a significant increase in the number of students that are overweight. This is especially true towards the end of high school. As this generation has become more sedentary, while focused on "i" everything, our public schools have not provided the requisite health, wellness and physical education.
3. The selection of bell schedules should be addressed by the School Community Councils. One of the greatest challenges for our schools is community involvement. By not involving the SCC in the process of determining school bell schedules the community becomes further removed from the processes affecting their children.

Therefore, I urge the Legislature to:

1. Defer any legislation that changes the amount of instructional time.

2. Define "instructional time" as "student learning time associated with an approved curriculum"
3. Approve legislation that would place a tax on sugar products that is specifically targeted to funding health, wellness and physical education.
4. Have the schools provide the Department of Education with preferred bell schedules.

Thank you.

Sincerely,

Winton Schoneman