

SB2535

Instructional Time; Bell
Schedules
EDU, WAM

Date: 02/10/2012

Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2535 Relating to Instructional Time

Purpose of Bill: Requires the Department of Education to devise four bell schedules for each grade level to standardize instructional periods across all schools, with the exception of charter schools and multi-track public schools.

Requires each school to choose one of the available bell schedules for each grade level.

Department's Position:

The Department of Education (Department) supports HB 2007, but with a revision to 302A- Bell schedules. The Department would like to have the following sentence, "The department shall devise up to four standard bell schedules for each grade level," revised to read, "The Department shall devise up to four standard bell schedule options available for elementary, middle, and high schools."

As reported by the Department for Act 052, currently, there are a number of individual bell schedules that schools have developed and are using. This bill will provide the Department an opportunity to 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 HOUSE COMMITTEE ON
EDUCATION

RE: SB 2535 -- RELATING TO INSTRUCTIONAL TIME.

FRIDAY, FEBRUARY 10, 2012

WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Tokuda and Members of the Committee:

The Hawaii State Teachers Association opposes SB 2535 requiring the Department of Education to offer up to four standard bell schedules for each grade level.

Instructional time is the teacher work day. We encourage this body to share the proposed standard bell schedules first through the consult and confer process and not legislated. Instructional time is in the Collective Bargaining Agreement and if the teacher work day is lengthened they must be compensated.

Act 51 allows each school to address a bell schedule based on the needs of the school population, feeder schools, bus schedules and lunch schedules. Schools also look at facility design and distance between classrooms. Standardized bell schedules may be difficult to implement.

We acknowledge the intent to provide equal opportunity and access to students in subject area and we support that effort. Let us work together to create what works for students, teachers and schools. Education reform must include teacher voices and their rights to collectively bargain the implementation must be protected.

Thank you for the opportunity to testify.

From: Cheri Nakamura [<mailto:cheri.nakamura@gmail.com>]
Sent: Friday, February 10, 2012 9:43 AM
To: Sen. Jill Tokuda; Sen. Michelle Kidani
Subject: SB2535-Relating to Instructional Time

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

February 10, 2012

Dear Chair Tokuda, Vice Chair Kidani and Committee Members:

This testimony is submitted in support of SB2535.

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.

SB2535 states that the Department of Education will devise up to four standard bell schedules that meet the instructional time requirement for the 2014-2015 year, and a school would choose one to implement. 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. The four bell schedule options gives schools equitable instructional time, but at the same time, allows flexibility at the school level. 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 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 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.

The Coalition would like to suggest some amendments:

We recommend that clear definitions of student instructional time be included in the bill, one for elementary and another for secondary school students, as there is still confusion. For example, the law states lunch, recess and passing periods

are non-instructional but it is unclear if items such as homeroom and study hall could be classified as instructional time.

In addition, the Coalition supports the reinstatement of the language that all public schools implement a school year of 180 days and shall include 1080 instructional hours for both elementary and secondary schools. The intent of Act 167 was to bring Hawaii's instructional time in line with the national average, which is what these numbers represent. According to report by the Education Commission of the States, completed in August 2011, over 46% of states now have a minimum instructional time at or above 1000 hours.

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
*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 SENATE BILL 2535, RELATING TO INSTRUCTIONAL TIME

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

**Friday, February 9, 2012, 1:15 PM
State Capitol, Conference Room 225**

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 opposition, with consideration for amendments to SB 2535, relating to education.

According to comments made by lawmakers during the current legislative session, the State Legislature should not be micromanaging the Department of Education, particularly with regard to in-school operations at the local level. Yet, time and time again, policymakers have violated that tenet, first with the directed implementation of performance evaluations and now with the mandatory realignment of bell schedules. While standardized bell schedules may be convenient for parents with children at multiple campuses, they are likely to discount the particularities around which schools base their current schedules. For example, not all schools have the same lunch or break schedule, owing in part to stark variances in the size of school populations. It should also be noted that bell schedules are tied to instructional time, an issue that is subject to collective bargaining. Accordingly, we urge you to amend this bill by requiring the DOE to submit any bell schedule adjustments that impact instructional time to teachers for agreement. At the very least, references to “grade level” contained Section 1 and Section 2(1)(d) of this bill should be replaced with the phrase “elementary, intermediate, and secondary schools” (or “elementary, middle, and high schools”), as differing grades within the same school often operate under a common schedule. The current language could require the department to devise 52 bell schedules, far more than necessary to achieve acceptable levels of standardization.

Mahalo for the opportunity to testify in opposition to SB 2789.

Sincerely,
Kris Coffield
Legislative Director
IMUAlliance

To: Senate Education Committee

From: Melanie Bailey, Human Resources Professional 277-5121
Kathy Bryant, Facilitating Professional 225-9043

Date: Hearing February 10, 2012

RE: Proposed Amendment - Definition of Instructional Time, Revision of Instructional Hours

We are in support of the intent of SB2535 but concerned that by eliminating the goal of 1080 hours of instructional time. Our research from the Education Commission of the States shows, that for secondary schools, 46% of States have 1000 hours of instructional time or more per year, this is the national trend and much legislation has been passed over the two years of our discussion increasing time.

We propose the goal for instructional time be revised to 930 hours a year for elementary students (5 hours 10 min/day) and 1080 hours a year for secondary students (6 hours a day). This is in line with the majority of states on the mainland. This revision can be done within the current constraints of the teachers contracted 7-hour day.

In addition, we would like to suggest an amendment, that clarifies the definition of instructional time, which we believe, is a critical component in this discussion as we move forward.

The current definition of student instructional hours from Act 167 is:

"Student learning time during which students are engaged in learning activities including regularly scheduled instruction and learning assessments within the curriculum, and does not include lunch, recess or passing time."

For elementary schools, we propose:

Student learning time during which students are engaged in learning activities including regularly scheduled instruction, project based learning assignments, technology-assisted learning, and learning assessments within the curriculum.

For purposes of determining the adequacy of instructional time, it does not include lunch, recess, pre and post school teacher time/planning time.

For secondary schools, we propose:

Student learning time during which students are engaged in learning activities including regularly scheduled instruction, project based learning assignments, technology-assisted learning, and learning assessments within the curriculum.

For purposes of determining the adequacy of instructional time, in addition to classroom time where both teachers and students are present, structured learning time may include presentations by persons other than teachers, directed study, no more than 15 minutes a day for homeroom, no more than 45 minutes a week for student advisory, and statewide performance assessments. Time which a student spends at lunch, passing between classes, at recess, in non-directed study periods, in optional school programs such as: activity clubs, sports, and non-academic assemblies, pre and post school teacher time/planning time.

Thank you.



School Calendar

Length of School Year

Education Commission of the States

www.ecs.org

700 Broadway, Suite 810 • Denver, CO 80203-3442 • 303.299.3600 • Fax: 303.296.8332 •

Number of Instructional Days/Hours in the School Year

Updated by Melodye Bush, Molly Ryan and Stephanie Rose

August 2011

Introduction

While state requirements vary on the number of instructional days and/or hours in the school year, the majority of states require 180 days of student instruction. Most also specify the minimum length of time that constitutes an instructional day. Please note that some states set instructional time in days, others specify hours and some provide specifications for both.

Because staff development and parent conference days are handled differently across the states and often are included in the overall “school calendar” requirements, we have attempted to separate those from the minimum instructional time. However, in some cases, statute is unclear. Please send any corrections (with supporting state policy) to kchristie@ecs.org.

The following table lists the minimum number of instructional days/hours in a school year and the start dates prescribed by law, where specified. Forty states allow local districts or regions to determine when the school year begins.

State Policies Related to the School Year

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Alabama [ALA. CODE § 16-13-231(b)(1)(c)] Admin. Code 290-3-1-.02	180 days	N/A	6 hours	District option
Alaska [ALASKA STAT. § 14.03.030, 14.03.040]	170 days (plus up to 10 in-service days)	Grades K-3 ~ 740 hours Grades 4-12 ~ 900 hours	Grades 1-3 ~ 4 hours Grades 4-12 ~ 5 hours	District option

* The minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher. Teacher in-service and professional development days are specified when available.

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Arizona [ARIZ. REV. STAT. § 15-341.01]	180 days ¹	Kindergarten ~ 356 hours Grades 1-3 ~ 712 hours Grades 4-6 ~ 890 hours Grades 7-8 ~ 1000 hours 9-12 students must enroll in at least 4 subjects that meet at least 720 hours	4 hours, excluding lunch and recess	District option
Arkansas [ARK. CODE ANN. § 6-10-106; 005 19 CARR § 007(10.01)]	178 days (plus minimum 10 days [60 hrs] professional development/in-service)	N/A	6 hours/day or 30 hours/week	<u>Start</u> No earlier than 8/14 and no later than 8/26 ²
California [CAL. EDUC. CODE § 46200(c)] 41420(b),46200,4 6112,46113,4611 7,46141, 46201(a)	180/175 days Through 2014-15 charter schools and districts are allowed to shorten instructional year by 5 days without fiscal penalty.	Kindergarten ~ 600 hours Grades 1-3 ~ 840 hours Grades 4-8 ~ 900 hours Grades 9-12 ~ 1080 hours	Kindergarten ~ 3 hours Grades 1-3 ~ 3.83 hours Grades 4-12 ~ 4 hours	District option
Colorado [COLO. REV. STAT. § 22-32-109(1)(n)]	160 days	Half-day K ~ 435 hours Full-day K ~ 870 hours Grades 1-5 ~ 968 hours Grades 6-12 ~ 1056 hours	N/A	District option
Connecticut [CONN. GEN. STAT. § 10-16]	180 days	Half-day K ~ 450 hours Full-day K ~ 900 hours Grades 1-12 ~ 900 hours	5 hours Districts may count up to 7 hours per school day towards the total required for the year.	District option
Delaware [DEL. CODE ANN. tit. 14, § 1049(a)(1)]	N/A	Kindergarten ~ 440 hours Grades 1-11 ~ 1060 hours Grade 12 ~ 1032 hours	District option, must be at least 31.5 hours/week	District option
District of Columbia [D.C. MUN. REGS. tit. 5, § 305] A-2100.4, A-2100.5	178 days	N/A	Grades 1-12 ~ 6 hours (including lunch and recess)	District option (single district)

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Florida [FLA. STAT. ch. 1003.02(1)(g)] 1001.42,, 1003.02(g)	180 days	Grades K-3 ~ 720 hours Grades 4-12 ~ 900 hours For schools on double- session or approved experimental calendar: Grades K-3 ~ 630 hours Grades 4-12 ~ 810 hours	5 hours	District option
Georgia [GA. CODE ANN. § 20-2-168(c); GA. COMP. R. & REGS. r. 160-5-1-.01] 160-5-1-.02(2)(d)	180 days	Grades K-3 ~ 810 hours Grades 4-5 ~ 900 hours Grades 6-12 ~ 990 hours	Grades K-3 ~ 4.5 hours Grades 4-5 ~ 5 hours Grades 6-12 ~ 5.5 hours	District option
Hawaii ³	180 days beginning w/2011-13 school years (Does not apply to charter and multi-track schools) Prior to the 2015 session, dept. of education must submit plan to increase to 190 days, not including charter schools and multi-track public schools	Grades K-6 ~ 915 hours (beg. In 2012-13) Grades 7-12 ~ 990 hours (for 2014-16 school years). (Does not apply to charter or multi-track schools)	Grades K-5 ~ 6 hours Grades 6-12 ~ 6.5 hours	District option (single district)
Idaho [IDAHO CODE § 33- 512(1)]	N/A	Kindergarten ~ 450 hours Grades 1-3 ~ 810 hours Grades 4-8 ~ 900 hours Grades 9-12 ~ 990 hours ⁴ (includes 22 hours for staff development)	N/A	District option
Illinois [105 ILL. COMP. STAT. 5/10-19]	176 days	N/A	Grades K-1 ~ 4 hours Grades 2-12 ~ 5 hours	District option
Indiana [IND. CODE § 20- 30-2-3]	180 days	N/A	Grades 1-6 ~ 5 hours Grades 7-12 ~ 6 hours	District option
Iowa [IOWA CODE § 279.10]	180 days	N/A	Grades 1-12 ~ 5.5 hours/day or 27.5 hours/week	<u>Start</u> No earlier than day of the week in which 9/1 falls and no later than first Monday in Dec.

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Kansas [KAN. STAT. ANN. § 72-1106(a),(b)]	Grades K-11 ~ 186 days Grade 12 ~ 181 days	Kindergarten ~ 465 hours Grades 1-11 ~ 1116 hours Grade 12 ~ 1086 hours	N/A	District option
Kentucky [KY. REV. STAT. ANN. § 158.070]	175 (185-day calendar that includes 175 instructional plus 4 days for professional development & other such as non-pupil contact, holidays, etc.)	1062 hours	6 hours	District option
Louisiana [LA. REV. STAT. ANN. § 17:154.1; LA. ADMIN. CODE tit. 28, § CXV:333]	177 days (plus 2 days for staff development)	1062 hours	6 hours (360 minutes) (excluding recess)	District option
Maine [ME. REV. STAT. ANN. tit. 20-A, § 4801]	175 days (plus no more than 5 days for in-service education)	N/A	N/A	District option ⁵
Maryland [MD. CODE ANN., EDUC. § 7-103]	180 days	1080 hours	Grades 1-12 ~ 6 hours	District option
Massachusetts [MASS. GEN. LAWS ch. 69, § 1G; MASS. REGS. CODE tit. 603, § 27.03, 27.04]	180 days	Kindergarten ~ 425 hours Grades 1-5 ~ 900 hours Grades 6-12 ~ 990 hours	N/A	District option
Michigan [MICH. COMP. LAWS §§ 388.1701 (3)(a)]	165 days (170 days effective 2012- 13)	1098 hours	N/A	<u>Start</u> No earlier than Labor Day
Minnesota [MINN. STAT. §§ 120A.40, 41]	N/A	Kindergarten ~ 425 hours Grades 1-6 ~ 935 hours Grades 7-12 ~ 1,020 hours	N/A	<u>Start</u> No earlier than Labor Day (although there are exceptions to the requirement)

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Mississippi [MISS. CODE ANN. §§ 37-13-61, 63]	180 days	N/A	5.5 hours (mandatory total of 27.5 hours/week)	District option
Missouri [MO. REV. STAT. § 171.031]	5-day week ~ 174 days 4-day week ~ 142 days	1044 hours	5-day week ~ 3 hours 4-day week ~ 4 hours	<u>Start</u> No earlier than 10 days prior to first Monday in September
Montana [MONT. CODE ANN. § 20-1-301; MONT. ADMIN. R. 10.65.101]	N/A	Half-day K ~ 360 hours Grades K-3 ~ 720 hours Grades 4-12 ~ 1080 hours ⁶ (plus an additional 3 days for instructional and professional development)	N/A	District option
Nebraska [NEB. REV. STAT. §§ 79-211, 212]	N/A	Kindergarten ~ 400 hours Grades 1-8 ~ 1032 hours Grades 9-12 ~ 1080 hours	N/A	District option
Nevada [NEV. REV. STAT. 388.090]	180 days	N/A	Kindergarten ~ 2 hours Grades 1-2 ~ 4 hours Grades 3-6 ~ 5 hours Grades 7-12 ~ 5.5 hours (all, including recess and time between lessons, excluding lunch)	District option
New Hampshire [N.H. REV. STAT. ANN. § 189:1; N.H. CODE ADMIN. R. ANN. EDUC. 306.18(b)(1),(2)]	180 days	Grades 1-5 ~ 945 hours Grades 6-12 ~ 990 hours	Grades K-5 ~ 5.25 hours Grades 6-8 ~ 5.5 hours	District option
New Jersey [N.J. STAT. ANN. § 18A:7F-9]	180 days	N/A	4 hours (excluding lunch and recess)	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
New Mexico [N.M. STAT. ANN. §§ 22-8-9(A)(1), 22-2-8.1]	180 days	Half-day K ~ 450 hours Full-day K ~ 990 hours Grades 1-6 ~ 990 hours ⁷ Grades 7-12 ~ 1080 hours	Half-day K ~ 2.5 hours Full-day K ~ 5.5 hours Grades 1-6 ~ 5.5 hours Grades 7-12 ~ 6 hours	District option
New York [N.Y. EDUC. LAW § 3604(7)]	180 days	N/A	Half-day K ~ 2.5 hours Full-day K ~ 5 hours Grades 1-6 ~ 5 hours Grades 7-12 ~ 5.5 hours	District option
North Carolina [N.C. GEN. STAT. § 115C- 84.2(a)(1),(d)]	180 days	1000 hours	5.5 hours	<i>Start</i> No earlier than 8/25 <i>Finish</i> Not after June 10
North Dakota [N.D. CENT CODE § 15.1-06-04]	175 (182-day calendar, with 175 days required for instruction; 2 days must be used for professional development and up to 2 days must be used for parent-teacher conferences)	Any reconfigured school year must include at least: Grades K-8 ~ 951.5 hours Grades 9-12 ~ 1038 hours	Grades K-6 ~ 5.5 hours Grades 7-12 ~ 6 hours	District option
Ohio [OHIO REV. CODE ANN. § 3313.48]	182 days (including up to two days professional development and up to 4 days for parent conferences and reporting)	910 hours	Grades K-6 ~ 5 hours (including 2 15-minute recesses) Grades 7-12 ~ 5 hours (excluding lunch and recess)	District option
Oklahoma [OKLA. STAT. tit. 70, § 1-109]	180 days (includes up to 5 days used for professional meetings)	Grades 1-6 ~ 900 hours Grades 7-12 ~ 1080 hours (includes 6 hours/semester for parent-teacher conferences)	6 hours	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Oregon [OR. ADMIN. R. 581-022-1620]	N/A	Kindergarten ~ 405 hours Grades 1-3 ~ 810 hours Grades 4-8 ~ 900 hours Grades 9-12 ~ 990 hours ⁸	N/A	District option
Pennsylvania [22 PA. CODE § 11.1]	180 days	Kindergarten ~ 450 hours Grades 1-8 ~ 900 hours Grades 9-12 ~ 990 hours	Kindergarten ~ 2.5 hours Grades 1-8 ~ 5 hours Grades 9-12 ~ 5.5 hours	District option
Rhode Island [R.I. GEN. LAWS § 16-2-2]	180 days	N/A	Kindergarten ~ 2.75 hours Grades 1-12 ~ 5.5 hours (excluding recess and lunch)	District option
South Carolina [S.C. CODE ANN. § 59-1-425]	180 days (plus 3 days for mandatory professional development, up to 2 for prof. dev. and up to 5 for planning, parent conf., etc. to total 190 days)	N/A	6 hours (elementary: including lunch; secondary: excluding lunch)	<u>Start</u> No earlier than third Monday in August
South Dakota [S.D. CODIFIED LAWS §§ 13-26-1,9]	N/A	Kindergarten ~ 437.5 hours ⁹ Grades 1-3 ~ 875 hours Grades 4-12 ~ 962.5 hours ¹⁰	N/A	<u>Start</u> No earlier than the first Tuesday following the first Monday in September ¹¹
Tennessee [TENN. CODE ANN. § 49-6-3004]	180 days (plus 5 days for in-service and one day for parent- teacher conferences)	N/A	6.5 hours	<u>Start</u> No earlier than Tuesday after Labor Day unless changed by majority vote of school board
Texas [TEX. EDUC. CODE ANN. §§ 25.081, 0811]	180 days	N/A	7 hours (including recess and break hours)	<u>Start</u> No earlier than the fourth Monday in August (unless a waiver is granted)

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Utah [UTAH ADMIN. CODE R277-419- 3(A),4(C)]	180 days	Kindergarten ~ 450 hours Grade 1 ~ 810 hours Grades 2-12 ~ 990 hours	N/A	District option
Vermont [VT. STAT. ANN. tit. 16, § 1071]	175 days	N/A	Kindergarten ~ 2 hours/day or 10 hours/week Grades 1-2 ~ 4 hours/day or 20 hours/week Grades 3-12 ~ 5.5 hours/day or 27.5 hours/week	Determined regionally
Virgin Islands [17 V.I. CODE § 61]	N/A	1080 hours	N/A	<i>Start</i> No earlier than first Tuesday after first Monday in August <i>Finish</i> No later than second Friday in June
Virginia [VA. CODE ANN. §§ 22.1-79.1, 98]	180 days	Kindergarten ~ 540 hours Grades 1-12 ~ 990 hours	5.5 hours	<i>Start</i> After Labor Day (unless a waiver is granted)
Washington [WASH. REV. CODE §§ 28A.150.220]	180 days	Kindergarten ~ 450 hours Grades 1-6 ~ 1000 hours Grades 7-12 ~ 1080 hours	N/A	District option
West Virginia [W. VA. CODE § 18- 5-45(c),(e)]	180 days	N/A	5.5 hours (including extra-curriculars and co-curriculars)	<i>Start</i> No earlier than 8/26 <i>Finish</i> No later than 6/8
Wisconsin [WIS. STAT. § 121.02(1)(f)]	180 days	Kindergarten ~ 437 hours Grades 1-6 ~ 1050 hours Grades 7-12 ~ 1137 hours	N/A	District option
Wyoming [WYO. STAT. ANN. § 21-4-301]	180 days	N/A	N/A	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Wyoming [WYO. STAT. ANN. § 21-4-301]	180 days	N/A	N/A	District option

Other ECS Resources on Instructional Time

- For information on the minimum number of instructional minutes/hours specified for high schools, please see the ECS StateNote titled *Minimum Number of Minutes/Hours in a High School Day*, or follow this [link](#).
- For information on what cannot count toward official instructional time, please see the ECS StateNote titled *What Cannot Count Toward Official Instructional Time?*, or follow this [link](#).
- For more information on the four-day school week, click [here](#) and [here](#).
- For extending instructional time, see *Learning Time in America: Trends to Reform the American School Calendar*, a report from the National Center on Time and Learning and the Education Commission of the States.
 - Full report: <http://www.timeandlearning.org/images/lti.pdf>
 - Executive summary: <http://www.timeandlearning.org/learningtimeinamerica/ES%20Learning%20Time%20in%20America.pdf>
 - State Policymaker’s Guide (4-pager): <http://www.ecs.org/clearinghouse/94/32/9432.pdf>

This ECS StateNote was updated by Melodye Bush (mbush@ecs.org), Molly Ryan (mryan@ecs.org) and Stephanie Rose (srose@ecs.org).

¹ Or equivalent number of minutes of instruction per year

² School year may begin on 8/18 only if it falls on a Monday; otherwise, the school year may begin no earlier than 8/19.

³ According to Hawaii teachers’ contracts, the teacher work year is no more than 190 days, 10 of which are non-instructional days - Sandra Goya, Communications Director, Hawaii Department of Education.

⁴ Instructional time for grade 12 may be reduced by up to 11 hours.

⁵ Districts must work within regional units to coordinate with their career and technical center units to ensure that, among other requirements, there are not more than 9 dissimilar instructional days within each regional calendar.

⁶ For graduating seniors, 1050 aggregate hours is sufficient.

⁷ Thirty-three hours of the full-day kindergarten program may be used for home visits by the teacher or for parent-teacher conferences.

Twenty-two hours of grades one through five programs may be used for home visits by the teacher or for parent-teacher conferences.

⁸ If approved by the local school board, instructional time for seniors may be reduced by up to 30 hours.

⁹ Effective July 1, 2010

¹⁰ School boards may release graduating seniors prior to the end of the school year.

¹¹ Schools may start before this date if referred to voters of the district by petition.

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Equipping Education Leaders, Advancing Ideas

Erin Conner

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 08, 2012 7:09 AM
To: EDU Testimony
Cc: lisa.m.galloway@gmail.com
Subject: Testimony for SB2535 on 2/10/2012 1:15:00 PM

Testimony for EDU 2/10/2012 1:15:00 PM SB2535

Conference room: 225
Testifier position: Oppose
Testifier will be present: No
Submitted by: Lisa Galloway
Organization: Individual
E-mail: lisa.m.galloway@gmail.com
Submitted on: 2/8/2012

Comments:

MYTH: Standardizing instructional periods across all schools will ensure equal opportunity & achievement for students. FACT: Research proves school-community based management which lets parents & school staff tailor bell schedule decisions to their unique needs results in better student opportunities and achievement.

MYTH: Standardized bell schedules will increase the length of school day and school year so student achievement increases. FACT: Longer days, weeks and years are not proven to increase achievement -- quality of teacher and student activity, not quantity, increases achievement.

MYTH: Standardized bell schedules will serve students and families better. FACT: Standardizing bell schedules is yet another example of the DOE system serving itself better because it is more convenient to them, at the cost of what is best for students, families, teachers and Hawaii's unique communities.

We are not a one size -- or even 4 sizes -- fits all state. PLEASE OPPOSE THIS BILL or at the very least PLEASE AMEND THIS BILL so that teachers, parents and administrators have a lot of input to the process!

Erin Conner

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 08, 2012 1:30 PM
To: EDU Testimony
Cc: jonesybcool@yahoo.com
Subject: Testimony for SB2535 on 2/10/2012 1:15:00 PM

Testimony for EDU 2/10/2012 1:15:00 PM SB2535

Conference room: 225
Testifier position: Oppose
Testifier will be present: Yes
Submitted by: Linda Jones
Organization: Individual
E-mail: jonesybcool@yahoo.com
Submitted on: 2/8/2012

Comments:

- MYTH: Standardizing instructional periods across all schools will ensure equal opportunity & achievement for students. FACT: Research proves school-community based management which lets parents & school staff tailor bell schedule decisions to their unique needs results in better student opportunities and achievement.
- MYTH: Standardized bell schedules will increase the length of school day and school year so student achievement increases. FACT: Longer days, weeks and years are not proven to increase achievement -- quality of teacher and student activity, not quantity, increases achievement.
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We are not a one size -- or even 4 sizes -- fits all state. PLEASE OPPOSE THIS BILL or at the very least PLEASE AMEND THIS BILL so that teachers, parents and administrators have a lot of input to the process!

Dear Senator Tokuda:

I am writing to explain why I vehemently oppose SB 2535 which requires the Department of Education to devise four standardized bell schedules for each grade level. Without even getting into the issues of contract rights regarding the teacher workday that should be negotiated and not legislated, I will instead address how this bill will create more problems than it intends to solve because it doesn't take into consideration the various constraints schools have to deal with when designing bell schedules.

First, the wording of the bill states "the DOE will design four bell schedules for each grade level to standardize instructional periods across all schools..." This wording implies that if we count K-12, that's 13 grade levels times four schedules each, which equals 52 different bell schedules. How does this "standardize" anything? Or, did you mean four different bell schedules in each level, i.e., elementary, intermediate and high school, which would be 12 bell schedules? Or, is it just four different bell schedules statewide? That language needs to be clarified first and proposed bell schedules submitted for this to even make any sense.

However, assuming that regardless of the number of choices, schools will still not be able to design their own bell schedule based on their specific needs, I have some opinions about why we should be allowed to continue to design our own bell schedules. In my community on the Big Island, we have 8 schools in our complex area that share buses. There are not enough buses for each school to have their own buses for transporting their own students. We must share buses between schools, so we plan carefully when our school day starts and ends at each school that shares buses. If we were forced into choosing from options that have not even been designed yet, we will likely run into even more issues with transportation. As it is now, we even have buses that share routes not just with other schools but within our own schools as well. This means that students on buses that have double routes must wait after school for the bus to return from its route to take the next group on their route home. This would be further complicated and students may have much longer wait times if the options for bell schedules don't accommodate schools that share buses. Students will likely be late to school if they ride a bus that takes high school students to the high school first, and then picks up middle schoolers to come to the intermediate school. Our schools are not on the same campus and definitely need separate buses and routes. This issue could be alleviated with more buses and bus drivers, but in order for the transportation problem to be solved, more money must be invested in ensuring all students have access to transportation to school. I highly doubt we can count on that happening.

Another issue we have here on the outer islands is that some schools do not have their own working kitchen and cafeteria staff, so breakfast and lunch times also need to be carefully planned and coordinated for schools that share the same kitchen and staff. At our school, our cafeteria staff must prepare all the meals for both our school and the elementary school and travel to the elementary campus with the food prepared to serve. Our school also has rotating lunch periods because the cafeteria can not accommodate the entire student body at once. It would be impossible to coordinate all the meals if we

aren't able to create schedules at both schools that can accommodate enough time to allow the staff to feed students at each school without overlapping prep and serving time.

This year our school was given a directive by our complex area superintendant to find a way to allow for time for academic intervention for student who need it, otherwise known as Response to Intervention (RTI). The only way we are able to do this is to have the freedom to revise our bell schedule to include time for intervention services. With so much unknown about what kind of bell schedules we will have to choose from, how do we know we will be able to accommodate the specific needs of the students at our school?

Bell schedules also impact the flexibility of a school's master schedule of classes. I find there are enough constraints designing the master schedule due to lack of funding which impacts the number of teaching lines we can have, and from mandates that come down demanding we add more of this or that to our school day. I can't imagine how difficult it would be to now have to work with a mandated bell schedule that may not work within the constraints our school has regarding the schedule of classes, lunch schedules and bus transportation schedules. Each school needs the freedom to adopt whatever bell schedule works best to meet the needs of the students to give them every opportunity to succeed as well as give them opportunities to be exposed to a variety of subject matter. We don't want to confine it so much that the bell schedule makes it difficult to offer more options for students.

Finally, I just can't believe that legislators are trying to standardize something as critical to a school's environment as the bell schedule! Do any legislators even have the slightest clue how regimented a school day is? There is so little room for error when dealing with all the factors that make the school day run efficiently, how is it possible to address all scenarios with unknown choices that are supposed to be standardized in some way? And how can you consider proposing something like this without even providing any proposed bell schedules? We, and I'm sure you as well, have no idea what the schedules would look like, whether they would work within the constraints that are beyond our control, and whether they can fit into the needs of the school's master schedule. It is premature to propose this without looking at all the factors, and especially without offering even a glimpse of what these bell schedules would look like. To legislate this and expect the DOE to design schedules that meet every school's needs is so typical of Hawaii's legislature; legislate it then dump it on someone else to figure it out, just like Act 167. We have ineffective legislation because it violates contracts, doesn't provide compensation for added time, and is not supported financially by the very body that enacted it; this also includes this bell schedule proposition. The bill is a legislative abuse of power. Legislators should not be meddling in areas outside of their expertise and purview. Allow the experts in the profession, those who work in this environment and are in the trenches every day, do what is best for their school and their students.

Respectfully Submitted,

Robin O'Hara

Opposition to SB 2535, being presented in the Committee on Education Friday at 1:15pm in Conference Room 225 .

Aloha,

Lock-stepping school schedules is not a good idea for many reasons, some of which are elucidated below.

Most school schedules are coordinated around one major faculty meeting afternoon, usually a Wednesday. When this is not the case, schools have had good reasons for their abnormal choices.

Model bell schedules are already shared among school bell schedule committees (via registrars, etc.) which review alternatives for best fit, and then based on a complete dialogue of local needs and considerations make a recommendation. Principals are "accountable" to make the final determination based on balancing school necessities. Taking away scheduling options reduces fair accountability.

Analyzing the exceptions already listed provides an interesting explanation for why minimizing options is not a creative solution to school improvement:

If charter schools are given creative license to adjust to their population's needs, why take this away from local schools?

Multi-track year-round schools are dealing with their issues in a creative way, but are not a truly good long-term solution to encourage. Why take this creativity away from other schools?

Why write a "law" with any exceptions?

Please consider that the School Community Councils approve the bell schedules to be tailored to meet school community needs. Standardization requirements would remove this significant voice of role groups: parents, students, community, staff, teachers and administration. We need to hear concerns from each other, and we value this dialogue. We ask that you respect this localized process of individualization.

Research actually shows that older students benefit from a later start time than most schools already allow. We ought to be building systems which allow more of the flexibility to meet student learning needs, not the opposite. This type of research-based innovation is not implemented yet, because of other constraints which are more difficult to work with.

Problems with standardizing required bell schedules are legion, not only because each school must deal with variables which constrain its decisions. Some include:

Traffic patterns, particularly if the infrastructure has provided only one-road access or road closure due to construction, weather, earthquakes, etc.

Sharing buses with another school, having not enough bus companies to provide services.

Sharing a cafeteria with another school.

Integrating special needs students being bused from a far location.

Early or late starting times allow for flexible programming, particularly in unique classes, such as a band teacher.

This might have a significant impact on school sports schedules.

Some teachers travel 1.5 hours in either direction.

Without knowing the factors considered by individual schools, deciding to reduce their choices could create significant hardship. Far too many decisions are made by an O'ahu majority without enough consideration for injury to the minority (example: Weighted Student Formula).

On neighbor islands in particular, the burdens this could create could be either impossible to meet or very expensive. For example, Hana has a 4-day a week schedule, to facilitate being able to have 3 days on the weekend (two long driving days and a shopping day).

For student athletes to compete on the Big Island, the length of travel is so extensive that school day schedules have a huge impact.

Over-legislation when it is not necessary is not good government. By not respecting freedoms, the United States is has created a system which criminalizes significantly more of its population than other countries, a waste of human, time and financial resources. Micro-managing education can be a trend that goes too far. Please stop proposing legislation which destroys freedoms of local decision-making and accountability. We are stressed by having such a short time to respond to issues of great concern to our local communities. We feel "attacked" by this type of bill which could have devastating consequences. More respect could be given to constituents by speaking with us for solutions prior to the legislative

session.

We already have seen a change to a standard calendar which was NOT the most popular calendar (We voted for a 1-3-1 which has never been implemented). The intent was to standardize across the board, so that happened. However, we've all had to adjust to not having enough time between semesters to be similar to our universities' break.

If you're concerned with a different issue, it would be better to address that particular issue in a different way.

For school improvement, some very creative solutions from around the world can be brought in now, but would become illegal.

One school added an additional mandatory Study Hall based on performance around lunch time, from which students could be released once they improved performance. Other examples may be readily available.

Mahalo for taking testimony. We hope you're really listening!

Debbie Anderson

Testimony for EDU 2/10/2012 1:15:00 PM SB2535

Conference room: 225
Testifier position: Oppose
Testifier will be present: No
Submitted by: Katrina Ham
Organization: Individual
E-mail: katrinaham@hotmail.com
Submitted on: 2/10/2012

Comments:

Dear Senator Tokuda:

I strongly oppose SB 2535 which requires the Department of Education to devise four standardized bell schedules. Schools need to have flexibility in planning. They are given the authority to plan for the individual needs of schools and their students through Act 51. As a teacher I do know what works for my students. One schedule per school type or grade level being mandated by the Department of Education or legislators is just not going to work. I invite you to come to my classroom so you can observe our day.

There are no proposed bell schedules available. It does not make sense to pass legislation without fully understanding the matter and its implications. In addition, standardized bell schedules may be difficult to implement.

Charter schools are exempt from using one of the four bell schedules. If this was truly the best thing for our students, which I do not believe it is, then why they be exempt? Instead, they are able to follow a schedule that meets the needs of their students and makes sense for them, something that all public schools should be able to do. There is no research to support standardized bell schedules.

My workday is my contract and I would like to make sure my rights are protected and HSTA be allowed to bargain as provided in the law.

This bill should not be passed. Let us continue to negotiate our contract.

Thank you.

Date: Thursday, February 9, 2012

Dear Senator Tokuda:

I strongly oppose SB 2535 which requires the Department of Education to devise four standardized bell schedules. Schools need to have flexibility in planning. They are given the authority to plan for the individual needs of schools and their students through Act 51. As a teacher I do know what works for my students. One schedule per school type or grade level being mandated by the Department of Education or legislators is just not going to work. I invite you to come to my classroom so you can observe our day.

My workday is my contract and I would like to make sure my rights are protected and HSTA be allowed to bargain as provided in the law.

This bill should not be passed. Let us continue to negotiate our contract.

Thank you.

1. From: John Epstein, Teacher
92-1947 Koio Dr, Villa D
Kapolei, HI, 96707
2. From: Heather McGaffin, Teacher
91-970 kaileolea blvd
Ewa Beach, HI, 96706
3. From: Jonel Elias, Counselor
5830 Waipouli Rd
Kapaa, HI, 96746
4. From: Cynthia Chow, teacher
155W Kawili St
Hilo, HI, 96720
5. From: Carissa Mackenzie, Special Education Resource Teacher
47501 Ahuimanu Road
Kaneohe, HI, 96745
6. From: Cheryl Tam, K Teacher
79-7123 Mamalahoa Hwy.
Holualoa, HI 96725
7. From: Shawn Bus, Teacher
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8. From: Maria Haines, Teacher
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9. From: Cathy Sinclair, Teacher
po box 111
Captain cook, Hi, 96704
10. From: Joan Parker, Literacy Coach
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Kailua Kona, HI, 96740
11. From: LAURIE MAZZOLI, MS.
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12. From: Terese Barich, 5th Grade Teacher
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13. From: Collin Young, Teacher
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14. From: Gina Gatani, sped. teacher
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Kailua, HI, 96734
15. From: Erik Belcher
110 O'iana St.
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16. From: Joey Vierra, Special Education Chairperson
1650 Ka'ahumanu Ave.
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17. From: Cheryl Dung, teacher
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18. From: Mike Wong, Librarian
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Capt. Cook, Hi, 96704

19. From: Andrew Beh, teacher
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21. From: David Mireles, Teacher
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22. From: Valerie Pula, Language Arts Curriculum Coordinator
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Laie, Hi, 96762
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24. From: karen beale, teacher
kalanioneole hwy
waimanalo, hi, 96795
25. From: Karen Cole, 5th Grade Teacher
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28. From: James Cadiz
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29. From: Michele Tafuri, General Ed. Teacher
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30. From: Kathryn Martin, Teacher
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31. From: kathy tabandera, teacher
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32. From: Celia Frost, teacher
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33. From: Karen Lucker Rom
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34. From: Corey Yasuda, Teacher
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Eleele, Hi, 96705
37. From: Ciara Steynberg, Teacher
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38. From: Cathy Keelan, Third grade teacher
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39. From: Christina Ballas, Education Teacher
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40. From: Cheryl Kiefer, Teacher
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41. From: Teresa Beard, teacher
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42. From: Norman Ellis, Special Education Teacher
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43. From: Lisa Rodrigues, Ms.
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46. From: Heather Ramiro
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47. From: Megan Landes, Teacher
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48. From: Joan Hansen, Teacher
613 18th Ave
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49. From: Suzanne Braun, School Counselor
PO Box 4479
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50. From: Sandy Domion
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51. From: Laura Ginoza, Librarian
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52. From: donelle sakuma, teacher
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