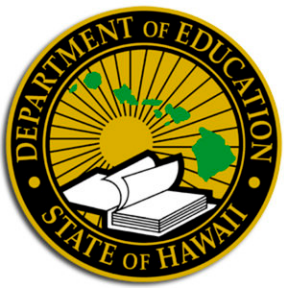


# Legislative Information Briefing

## School Year and Instructional Time

January 31, 2014

Deputy Superintendent Ronn Nozoe



# Background

*What is required?*

# Statutory Requirements

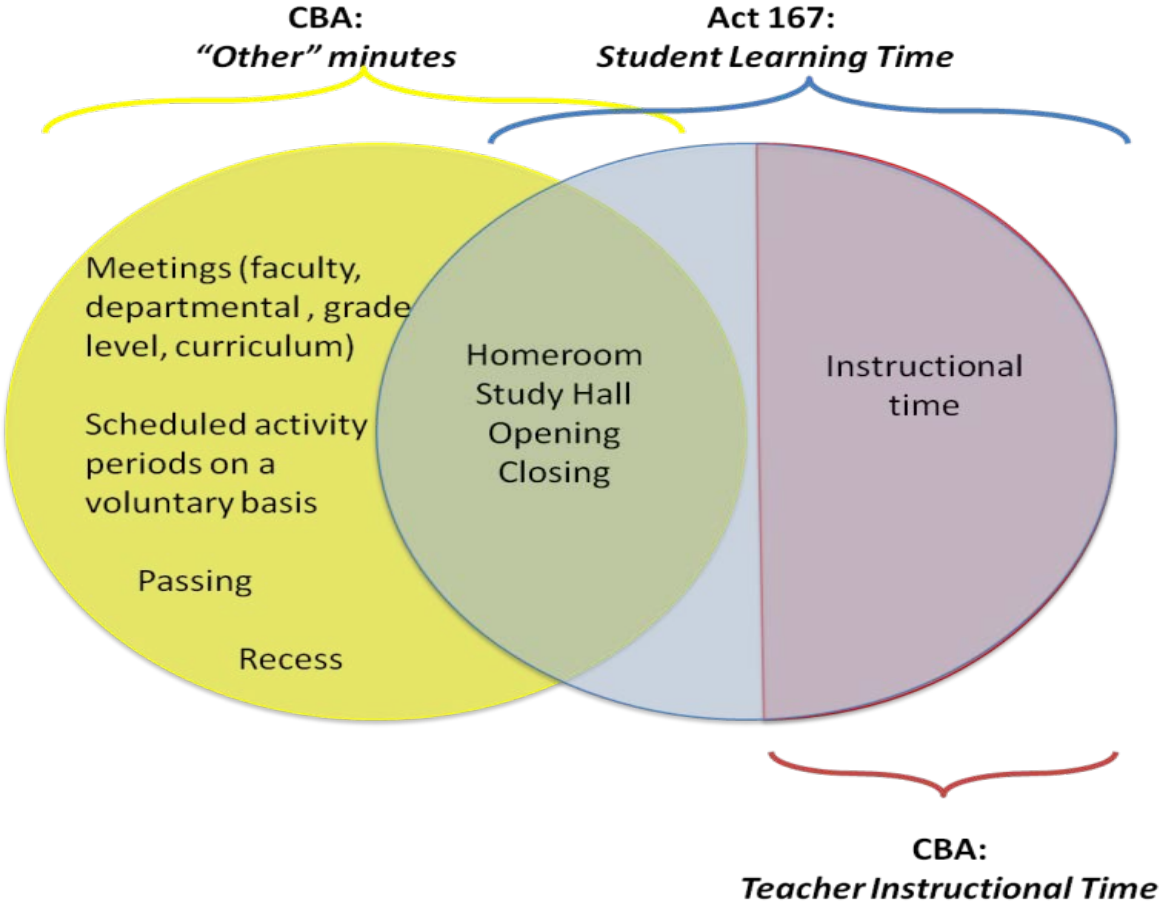
<b>School Year</b>	<b>Grade span</b>	<b>Days</b> (per school year)	<b>Weeks*</b> (per school year) (= # days/5)	<b>Total Hours</b> (per school year)	<b>Total Minutes</b> (per school year) (= # hours X 60)	<b>Weekly Minute*</b> (= total mins/36)
SY13-14	Elementary	180	36	915	54,900	1,525
SY14-16	Elementary	180	36	915	54,900	1,525
SY14-16	Secondary	180	36	990	59,400	1,650
SY16-18	All	180	36	1080	64,800	1,800
SY18-19	All	190	38	1146	68,760	1,810

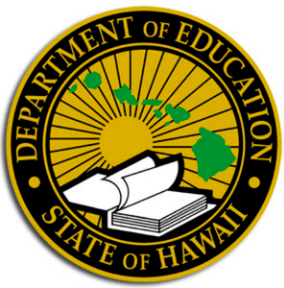
# CBA requirements

Schools must also comply with a number of provisions in the 2013-2017 Collective Bargaining Agreement (CBA) with the Hawaii State Teachers Association (HSTA) related to teachers' work day, work year, and schedule that impact the implementation of the Acts' student learning time requirements.

See Attachment 1: School Schedule Criteria School Year 2014-15 summarizes those requirements, which include length of work day, limited consecutive time teaching without a break, preparation time, duty-free lunch periods, and most directly related to student instructional time, requirements around teacher instructional time.

# Relationship between CBA and Statute





## Finding 1:

National research on student learning time indicates Hawaii policies are near the national average.

# State Learning Time Policies

*From last year's report:*

- **Hawaii is one of only a handful of states** with a state policy on minimum instructional days, minimum instructional hours, *and* minimum hours in the school day. Most states have only implemented just one or two of those three policies.
- **Most states require 180 days of student instruction**, as is Hawaii's current policy of 180 school days, and only three states had policies requiring more instructional days.
- **Thirty four states** including Hawaii set a **minimum number of instructional hours**.

# Number of minimum instructional hours required by state law, by grade

Colors indicate:

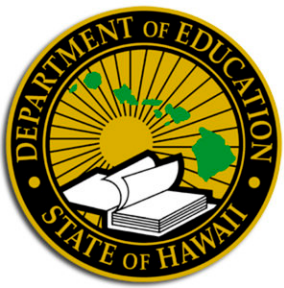
*below 990*

*990*

*above 990*

STATE	1	2	3	4	5	6	7	8	9	10	11	12
average	930	936	936	976	976	986	1006	1009	1015	1015	1015	1014
AK	740	740	740	900	900	900	900	900	900	900	900	900
AZ	712	712	712	890	890	890	1000	1000	720	720	720	720
CA	840	840	840	900	900	900	900	900	1080	1080	1080	1080
CO	968	968	968	968	968	1056	1056	1056	1056	1056	1056	1056
CT	900	900	900	900	900	900	900	900	900	900	900	900
DE	1060	1060	1060	1060	1060	1060	1060	1060	1060	1060	1060	1032
FL	720	720	720	900	900	900	900	900	900	900	900	900
GA	810	810	810	900	900	990	990	990	990	990	990	990
ID	810	810	810	900	900	900	900	900	990	990	990	990
KS	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1086
KY	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
LA	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
MA	900	900	900	900	900	990	990	990	990	990	990	990
MD	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080
MI	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098
MN	935	935	935	935	935	935	1020	1020	1020	1020	1020	1020
MO	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044
MT	720	720	720	1080	1080	1080	1080	1080	1080	1080	1080	1080
NC	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025
ND	951.5	951.5	951.5	951.5	951.5	951.5	951.5	1038	1038	1038	1038	1038
NE	1032	1032	1032	1032	1032	1032	1032	1032	1080	1080	1080	1080
NH	945	945	945	945	945	990	990	990	990	990	990	990
NM	990	990	990	990	990	990	1080	1080	1080	1080	1080	1080
NJ	910	910	910	910	910	910	910	910	910	910	910	910
NV	900	900	900	900	900	900	1080	1080	1080	1080	1080	1080
OR	810	810	810	900	900	900	900	900	990	990	990	990
PA	900	900	900	900	900	900	900	900	990	990	990	990
SD	875	875	875	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5
UT	810	990	990	990	990	990	990	990	990	990	990	990
VA	990	990	990	990	990	990	990	990	990	990	990	990
WA	1000	1000	1000	1000	1000	1000	1080	1080	1080	1080	1080	1080
WI	1050	1050	1050	1050	1050	1050	1137	1137	1137	1137	1137	1137





## FINDING 2:

The Department has vastly improved its capacity to support and monitor compliance.

# Clear Guidance, Forms, Processes & Roles

## School Schedule Criteria SY14-15 (A1)

- Single document with all school-schedule related requirements of the CBA and Acts

## School Schedules SY14-15 FAQ (A2)

## School Schedule Submission Forms (A3)

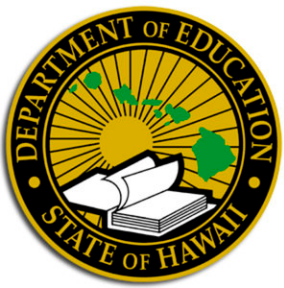
- Single biggest challenge for monitoring compliance and informing policy and practice = data quality
- Common form for official school schedule (updated based on feedback from educators and HSTA)
- Requires principals' and CASs' signatures noting compliance
- Includes data to inform planning for transportation

## Monitoring process

- Signed forms submitted to central location
  - Analysis by compliance office and Deputy Supt
  - Corrective action by school and CAS
    - Exploring potential long-term actions for schools repeatedly out of compliance.
- \*Already identified several ways to further improve the monitoring process for next cycle*

## School Schedule Technical Assistance

- Established a School Schedule Technical Assistance Team, including Personnel Regional Officers (PRO) and other staff
- First training included reps from HSTA and HGEA

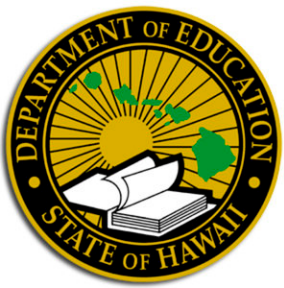


## **FINDING 3:**

**The Department and its schools have made significant progress and effort to comply with the requirements of Act 167/Act 52.**

# Student Learning Time by School

- ✓ 100 percent of all public schools in the State, excluding charter schools and multi-track schools, are in compliance with requiring a school year of 180 school days
- ✓ All but 10 public elementary schools in the State are implementing a school year that includes 915 student instructional hours for SY13-14
  - Amount of non-compliance ranges from 5 minutes per week (3 hours annually) to 120 minutes per week (72 hours annually).
  - See Attachment 4 for a list of elementary schools along with compliance status.
  - Schools that are out of compliance have been notified and directed to explain the reason for non-compliance, take corrective action where necessary, and commit to compliance next year.
- ✓ Given the work done to improve clarity, guidance and support, the Department expects that all schools will be in compliance in SY2014-15.



## FINDING 4:

The important focus that Act 167/Act 52 have brought to the issue of minimum equity of learning time for students must be balanced with a focus on quality use of time and student results.

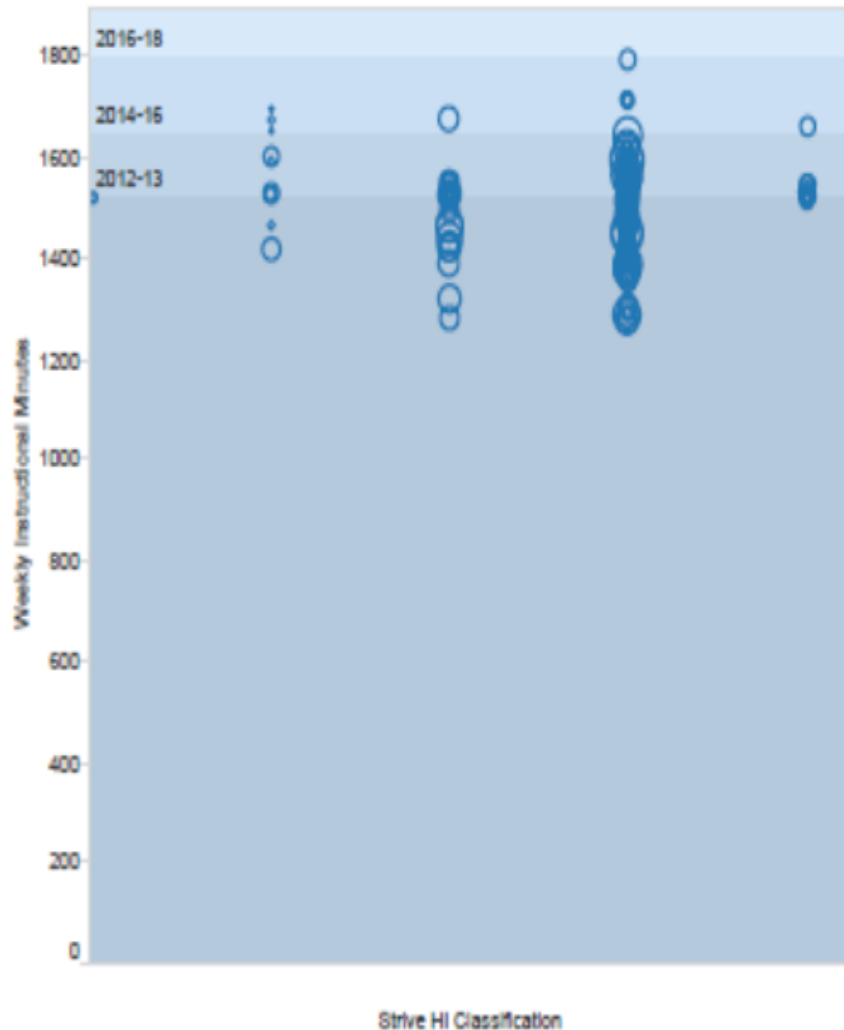
# Balancing Quantity and Quality

*“What is more important for student learning, the quality of time in school or the quantity? What years of study have demonstrated is that this question itself is a false choice. Both are essential and, in the real world of schools, the amount of time in schools relies on using it carefully and expansively to have an impact, just as quality time can be significantly enhanced when there is more time available... It is best to understand the quantity-quality dynamic by examining closely what is actually happening in schools—how schools actually leverage expanded time to increase and strengthen learning opportunities for all students... [NCTL’s study, [Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools](#) states] that success in schools occurs when time is allowed to interact with and drive (a) the work of teachers and principals, (b) the use of data, and (c) the cultivation of excellence (culture). Only together can these components have their maximum impact. Isolated from one another—including not having sufficient time to make all the components work in concert—the efforts to improve student outcomes will remain more limited.”*

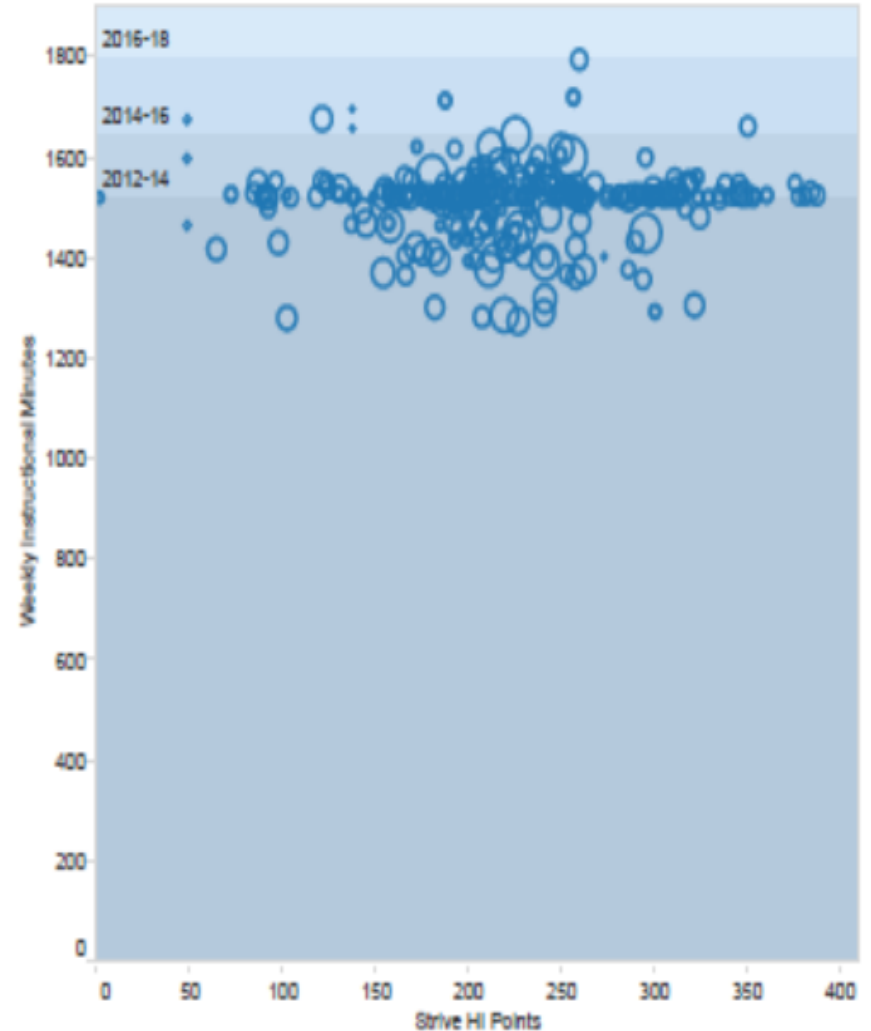
- David Farbman, National Center on Time and Learning, April 10, 2012

# Minutes vs. Performance

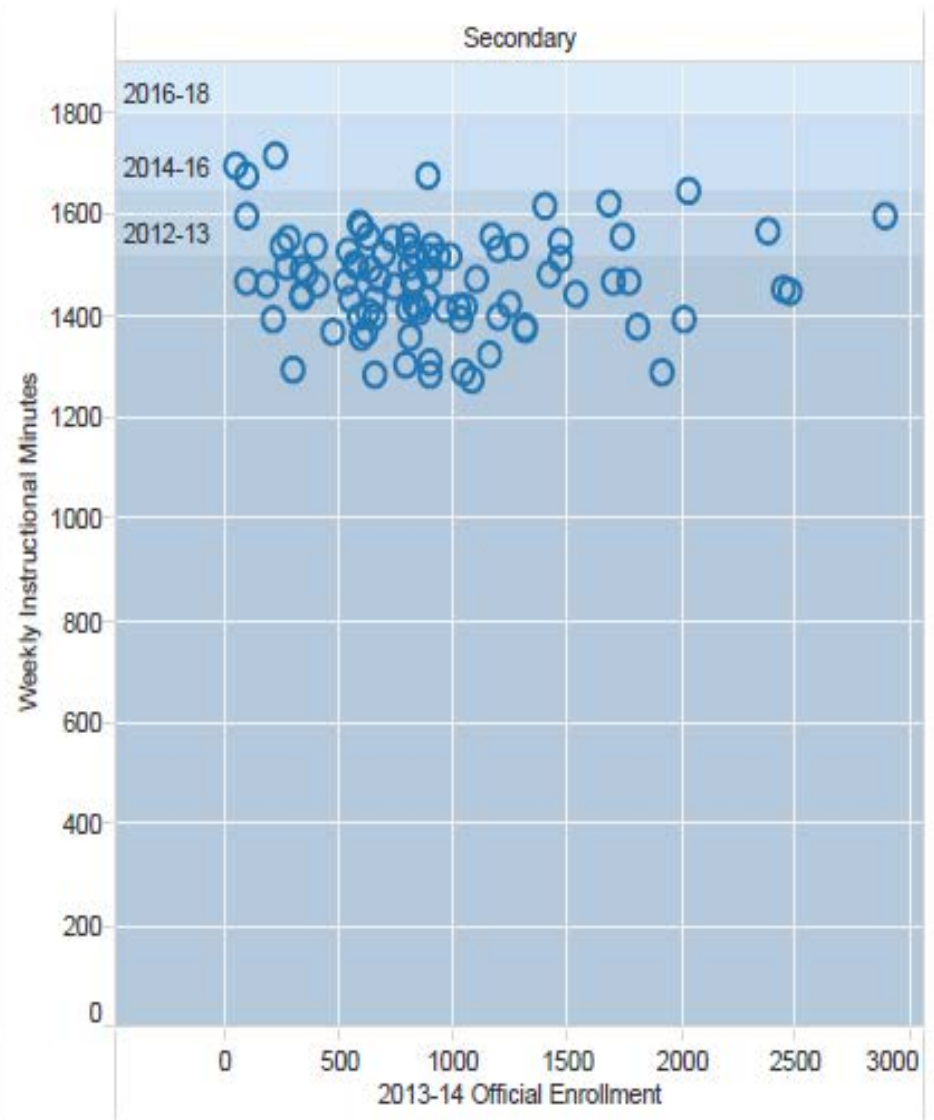
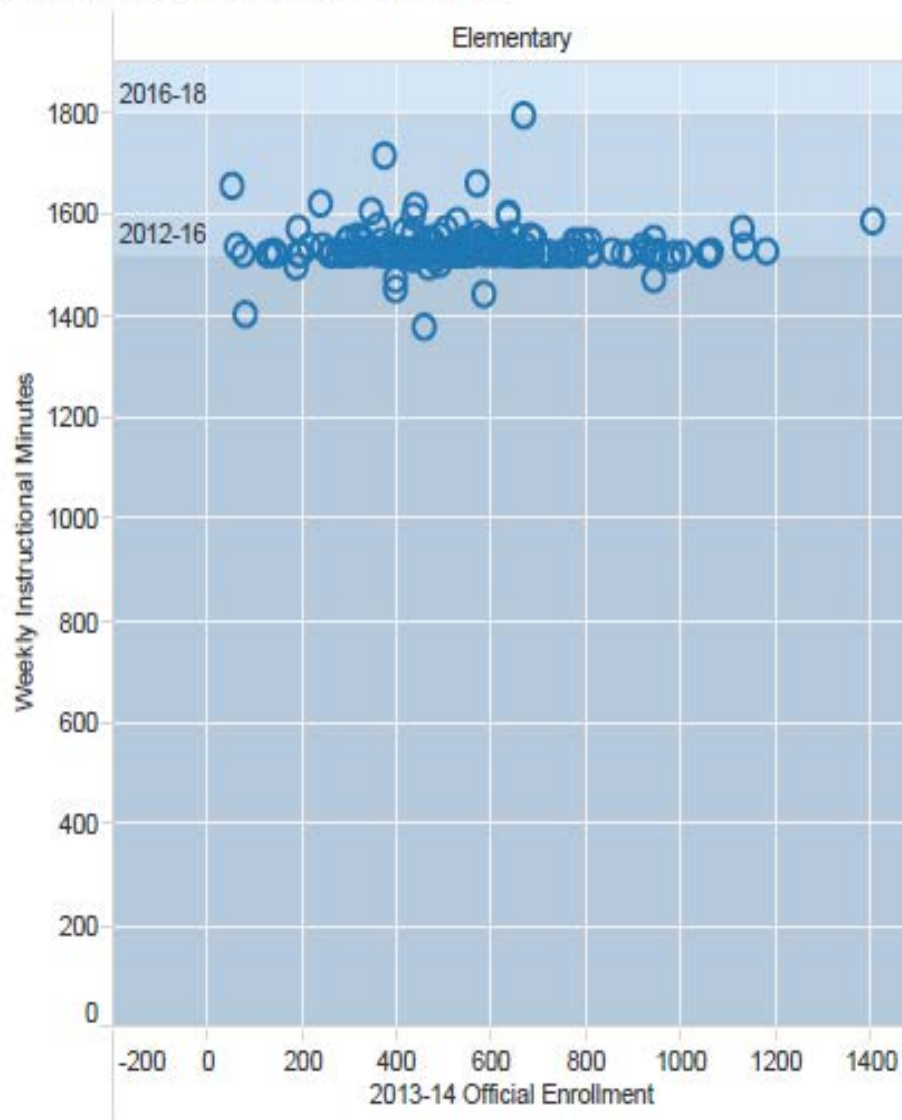
Minutes to Strive HI Step



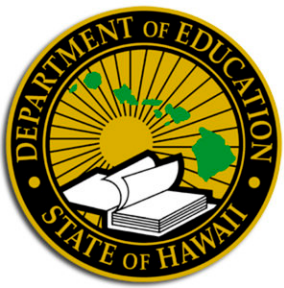
Minutes to Strive HI Points



# Minutes vs. Student Enrollment





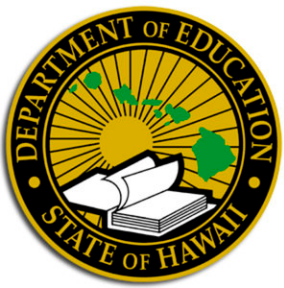


## FINDING 5

Development of optional model bell schedules for SY2014-15 has highlighted concerns about the feasibility of complying with continuously increasing requirements without unintended negative consequences on teaching and learning.

# Optional Model Bell Schedules

- Requirement of CBA to develop four model bell schedules
- TaskForce developed recommendations
- Feedback from HSTA and submissions by parents
- Optional Model Bell Schedule packet (Attachment 5)



# Legislative Recommendations

- 1. Suspend required increases to 1080 hours until further data is available**
- 2. Clarify the definition of student learning time to eliminate confusion and reduce burden**
- 3. Provide additional funding to schools**

# Incremental Impact of 1080 Hours Requirements

Total hours	Weekly mins	Daily Mins	6 period day		7 period day	
			Time per instructional block	Increased instructional time per instructional block	Time per instructional block	Increased instructional time per instructional block
<b>Elementary</b>						
915	1525	305	51		44	
1080	1800	360	60	9 mins	51	7 mins
<b>Secondary</b>						
990	1650	330	55		47	
1080	1800	360	60	5 mins	51	4 mins

# DOE Next Steps

- 1. Continue education of principals, school staff, and support staff at complex area and state offices to support them**
- 2. Address non-compliance issues**
- 3. SY14-15 Schedules Process**
  - Schedules due 2/21
  - Requests for waivers / contract exceptions due 3/14
  - Continuously improve monitoring and compliance
- 4. Continued data analysis to inform policy and practice**
- 5. Improvements to SY15-16:**
  - Move up the deadlines to better to support schools' efforts
  - Develop autocalculating forms



EXECUTIVE CHAMBERS

HONOLULU

NEIL ABERCROMBIE  
GOVERNOR

January 31, 2014

The Honorable Donna Mercado Kim,  
President  
and Members of the Senate  
Twenty-Seventh State Legislature  
State Capitol, Room 409  
Honolulu, Hawaii 96813

The Honorable Joseph M. Souki, Speaker  
and Members of the House of  
Representatives  
Twenty-Seventh State Legislature  
State Capitol, Room 431  
Honolulu, Hawaii 96813

Dear President Kim, Speaker Souki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the Relating to School Year and Instructional Time report, pursuant to Section 302A-251, Hawaii Revised Statutes (HRS) (codification of Act 52 (SLH 2011), H.B. 945, HD2, SD1, CD1) In accordance with Section 93-16, HRS, I am also informing you that the report may be viewed electronically at:  
<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>

Sincerely,

A handwritten signature in black ink that reads "Neil Abercrombie".

NEIL ABERCROMBIE  
Governor, State of Hawaii

Enclosures



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

OFFICE OF THE SUPERINTENDENT

**LEGISLATIVE REPORT**

**SUBJECT:** Relating to School Year and Instructional Time

**REFERENCE:** Section 302A-251, HRS (codification of Act 52 (SLH 2011), H.B. 945, HD2, SD1, CD1)

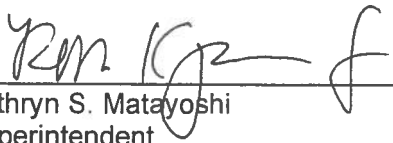
**ACTION REQUESTED:** Annual Report to the Legislature

**DOE REPORT:**

**Introduction:** Section HRS 302A-251 requires the Department to annually report on the on the progress and efforts to meet the requirements relating to school year and instructional time. Refer to the attachment entitled "2014 Report on School Year and Instructional Time."

**Findings:** See attached

**RECOMMENDATIONS:** See attached

  
\_\_\_\_\_  
Kathryn S. Matayoshi  
Superintendent  
Department of Education

  
\_\_\_\_\_  
Date

# 2014 Report on School Year and Instructional Time

## INTRODUCTION

This report is made in continuing compliance with subsection of (g) of Act 52 codified as HRS 302A-251.

On May 18, 2011, Governor Neil Abercrombie signed into law Act 52 (SLH 2011) relating to Education: School Year; Instructional Time. Act 52 amended Act 167 (SLH 2010) (together, Act 167/Act 52), and the amended statute provided that the Department (excluding charter and multi-track schools) implement a school year that includes a minimum number of school days and "student instructional hours" (which is more specifically known as "student learning time" herein) that increased over time.

To operationalize these requirements, the Department translates the annual number of hours into the number of minutes per week. (See table 1 below).

**Table 1: Statutory requirements re: minimum student learning time**

School Year	Grade span	Days (per school year)	Weeks* (per school year) (= # days/5)	Total Hours (per school year)	Total Minutes (per school year) (= # hours X 60)	Weekly Minute* (= total mins/36)
SY13-14	Elementary	180	36	915	54,900	1,525
SY14-16	Elementary	180	36	915	54,900	1,525
SY14-16	Secondary	180	36	990	59,400	1,650
SY16-18	All	180	36	1080	64,800	1,800
SY18-19	All	190	38	1146	68,760	1,810

Schools must also comply with a number of provisions in the 2013-2017 Collective Bargaining Agreement (CBA) with the Hawaii State Teachers Association (HSTA) related to teachers' work day, work year, and schedule that impact the implementation of the Acts' student learning time requirements. Attachment 1: School Schedule Criteria School Year 2014-15 summarizes those requirements, which include length of work day, limited consecutive time teaching without a break, preparation time, duty-free lunch periods, and most directly related to student instructional time, requirements around teacher instructional time.

There is an overlap, but not complete alignment between the CBA's definition of teacher instructional time and the Act's definition of "student learning time." This difference in definitions has long caused confusion for educators and other stakeholders. It has also served as a source of disagreement between the Department and HSTA.

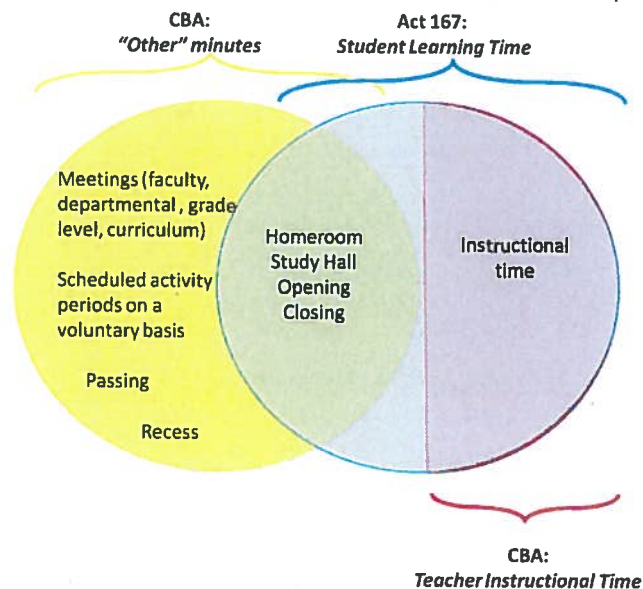
- *Student learning time:* The Acts define student instructional hours as " ... student learning time during which students are engaged in learning activities including regularly-scheduled instruction and learning assessments within the curriculum, and



does not include lunch, recess, or passing time." The Department has interpreted that the typical instructional blocks known as opening, closing, homeroom, and study hall, which are not explicitly mentioned in the Acts definition, do fit within the definition. While HSTA does not have formal position regarding this matter, feedback provided by HSTA staff on various Department documents indicates that the HSTA may not agree with the Department's interpretation.

- *Teacher instructional time:* Per the CBA, Article VI, CC, "teacher instructional time does not include faculty meetings, departmental meetings, grade level meetings, curriculum meetings, passing time, opening and closing time, recess, homeroom, scheduled activity periods on a voluntary basis or study hall."

See the graphic below for a visual representation of this relationship.



In further compliance with the reporting requirements of Act 52, the Department reports the following progress and effort toward compliance.

#### FINDINGS:

1. **National research on student learning time indicates Hawaii policies are near the national average.**

The Department provided a review of national research on state policies related to student learning time in last year's legislative report. That review demonstrated that most states required 180 days, as does Hawaii, and that Hawaii was among 34 states establishing a minimum number of instructional hours. It also noted that state policies differ in how specifically they define what activities count toward instructional time.

While there is not new research to report on this front, the following table has been updated to reflect a change in one state's policies. It is based on research from a Spring 2013 report from the National Center on Teaching and Learning – *Learning Time in America: Trends to Reform the American School Calendar* – and shows the minimum number of instructional hours required by other states' laws, by grade. The cells of the table are color-coded to demonstrate whether the minimum is below (red), equivalent to (yellow), or above (green) Hawaii's minimum of 990 hours. Hawaii requires more time in earlier grades than most states and less time later grades than some states.

**Number of minimum instructional hours required by state law, by grade**  
*below 990 990 above 990*

STATE	1	2	3	4	5	6	7	8	9	10	11	12
<i>average</i>	930	936	938	978	976	988	1006	1009	1015	1016	1016	1014
AK	740	740	740	900	900	900	900	900	900	900	900	900
AZ	712	712	712	890	890	890	1000	1000	720	720	720	720
CA	840	840	840	900	900	900	900	900	1080	1080	1080	1080
CO	968	968	968	968	968	1068	1068	1068	1068	1068	1068	1068
CT	900	900	900	900	900	900	900	900	900	900	900	900
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ID	810	810	810	900	900	900	900	900	990	990	990	990
KS	1118	1118	1118	1118	1118	1118	1118	1118	1118	1118	1118	1088
KY	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082
LA	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082	1082
MA	900	900	900	900	900	990	990	990	990	990	990	990
MD	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080
MI	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098
MN	835	835	835	835	835	835	1020	1020	1020	1020	1020	1020
MO	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044
MT	720	720	720	1080	1080	1080	1080	1080	1080	1080	1080	1080
NC	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025
ND	951.5	951.5	951.5	951.5	951.5	951.5	951.5	1038	1038	1038	1038	1038
NE	1032	1032	1032	1032	1032	1032	1032	1032	1080	1080	1080	1080
NH	845	845	845	845	845	890	890	890	890	890	890	890
NM	890	890	890	890	890	890	1080	1080	1080	1080	1080	1080
OH	910	910	910	910	910	910	910	910	910	910	910	910
OK	900	900	900	900	900	900	1080	1080	1080	1080	1080	1080
OR	910	910	910	900	900	900	900	900	990	990	990	990
PA	900	900	900	900	900	900	900	900	990	990	990	990
SD	875	875	875	982.5	982.5	982.5	982.5	982.5	982.5	982.5	982.5	982.5
UT	810	990	990	990	990	990	990	990	990	990	990	990
VA	990	990	990	990	990	990	990	990	990	990	990	990
WA	1000	1000	1000	1000	1000	1000	1080	1080	1080	1080	1080	1080
WI	1050	1050	1050	1050	1050	1050	1137	1137	1137	1137	1137	1137

The Department has not yet researched how other states' and districts' collective bargaining agreements and requirements around teacher work year, day and schedule impact implementation of student learning time requirements.

2. **The Department has vastly improved its capacity to support and monitor compliance.**

In previous reports to the legislature on this matter, the Department has reported that a lack of clear definitions and data collection processes has hampered its ability to comprehensively monitor compliance, analyze and report compliance data, and take corrective action. The Department has taken many steps in the last year to address these issues through the development of clear guidance, forms, processes, and roles to reduce burden, increase support, and improve compliance.

- ***School Schedule Criteria School Year 2014-15:*** This document (initially released in May 2013 and updated in November 2013 for SY2014-15) serves as a reference tool for schools and CASs as they create, approve, and submit school schedules. It summarizes in a single document the school-schedule related requirements of the CBA and Acts, including: 1) Schedule Criteria, 2) Terminology, 3) Process Requirements, 4) BOE Exceptions and Waivers, and 5) Exceptions to the Agreement. (See *Attachment 1*).
- ***School Schedules School Year 2014 – 2015: Frequently Asked Questions:*** This continuously updated document provides answers to frequently asked questions about school schedules. (See *Attachment 2*).
- The ***School Schedule Submission Forms:*** The most efficient way to collect data for monitoring compliance and informing policy and practice is through the submission of schedules using a common template. Previous efforts to do so without a common template have made it difficult to understand and analyze schools' schedules. The new submission forms (one each for elementary and secondary schools) provide a common template that includes the bell schedule, along with principals' and CASs' signatures noting its compliance status.

The common template for SY2013-14 was released after the beginning of the school year, so it is understandable that schools' may have bell schedules documented in an alternative format that preceded the template. It is also understandable that schools may need to use alternative formats for communicating schedules to students or staff.

However, the Department considers the schedules submitted through these forms the official school schedule. It expects that moving forward, if a school has documented the use of time in an alternative format, the use of time would match the use of time documented in the submitted Form.

The templates used for SY2013-14 have been updated for SY2014-15 based on feedback from educators and HSTA. (See *Attachment 3*). The Department hopes to further improve and simplify this form by developing a web-based, self-calculating tool.



- **Monitoring process:** Following submission of forms signed by principals and CASs, the Special Projects Office and the Deputy Superintendent review to confirm compliance. In cases of non-compliance, CASs and principals are notified and provided an opportunity to address identified concerns, document reasons for non-compliance, and commit to compliance in the following school year. The Department had already identified several ways to further improve the process for the upcoming submission cycle. The Department is also still exploring potential long-term actions for schools that are repeatedly out of compliance.
  - **School Schedule Technical Assistance:** To support schools' efforts to develop schedules that are both in compliance with the Acts and the CBA, and support effective teaching and learning, the Department established a School Schedule Technical Assistance Team. This Team includes Personnel Regional Officers (PRO), and other school and/or district personnel, who will serve as the complex area's lead resource on this. The Department's first training was held in January 2013 as part of the regular PRO monthly meeting. Representatives from HSTA and the Hawaii Governmental Employees Association were invited to participate.
3. **The Department and its schools have made significant progress and effort to comply with the requirements of Act 167/Act 52.**

The Department reports herein that 1) 100 percent of all public schools in the State, excluding charter schools and multi-track schools, are in compliance with subparagraph (a) requiring a school year of 180 school days and 2) all but 10 public elementary schools in the State are implementing a school year that includes 915 student instructional hours for the 2012-2013 school year (SY) in compliance with subparagraph (b) of Act 52.

See Attachment 4 for a list of elementary schools along with compliance status. Those schools that are out of compliance have been notified and directed to explain the reason for non-compliance, take corrective action where necessary, and commit to compliance next year. The amount of non-compliance ranges from 5 minutes per week (3 hours annually) to 120 minutes per week (72 hours annually).

Given the work done to improve clarity, guidance and support, the Department expects that all schools will be in compliance in SY2014-15.

4. **The important focus that Act 167/Act 52 have brought to the issue of minimum equity of learning time for students must be balanced with a focus on quality use of time and student results.**

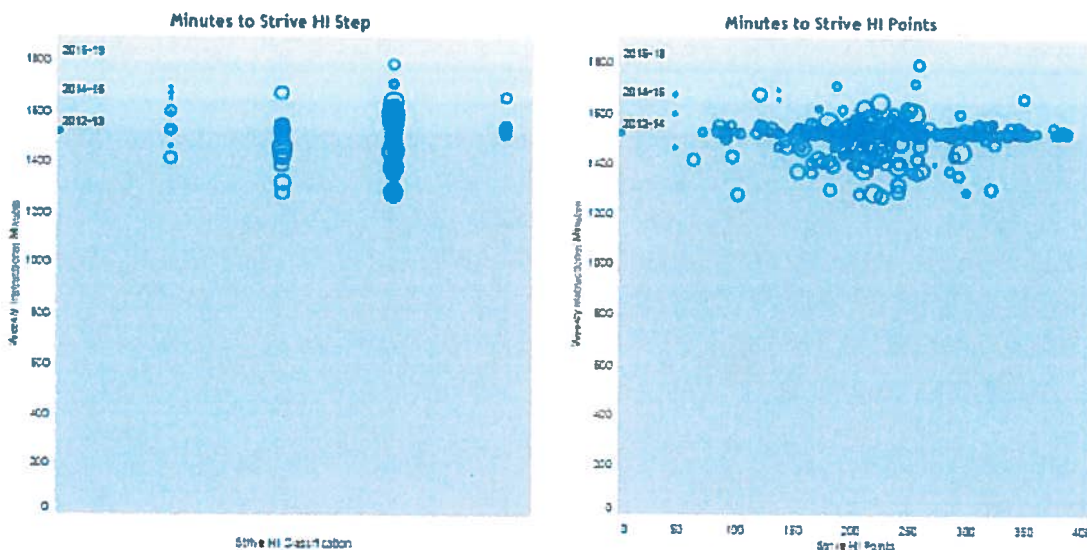
The Department believes that establishing reasonable minimum student learning time requirements is one important part of ensuring every student receives equitable learning time. The Department also believes that increasing quality instructional time, and measuring our success through student results, should be schools' focus. This reflects the work of the National Center on Time and Learning, the leading national nonprofit

regarding these issues. Their position on the relationship between quality and quantity of time is summarized in the quote below.

*“What is more important for student learning, the quality of time in school or the quantity? What years of study have demonstrated is that this question itself is a false choice. Both are essential and, in the real world of schools, the amount of time in schools relies on using it carefully and expansively to have an impact, just as quality time can be significantly enhanced when there is more time available... It is best to understand the quantity-quality dynamic by examining closely what is actually happening in schools—how schools actually leverage expanded time to increase and strengthen learning opportunities for all students... [NCTL’s study, [Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools](#) states] that success in schools occurs when time is allowed to interact with and drive (a) the work of teachers and principals, (b) the use of data, and (c) the cultivation of excellence (culture). Only together can these components have their maximum impact. Isolated from one another—including not having sufficient time to make all the components work in concert—the efforts to improve student outcomes will remain more limited.” - David Farbman, NCTL, April 10, 2012. (<http://www.timeandlearning.org/?q=question>).*

Now that the Department has implemented tools to allow for common data collection and analysis, it can begin to explore these issues in more depth.

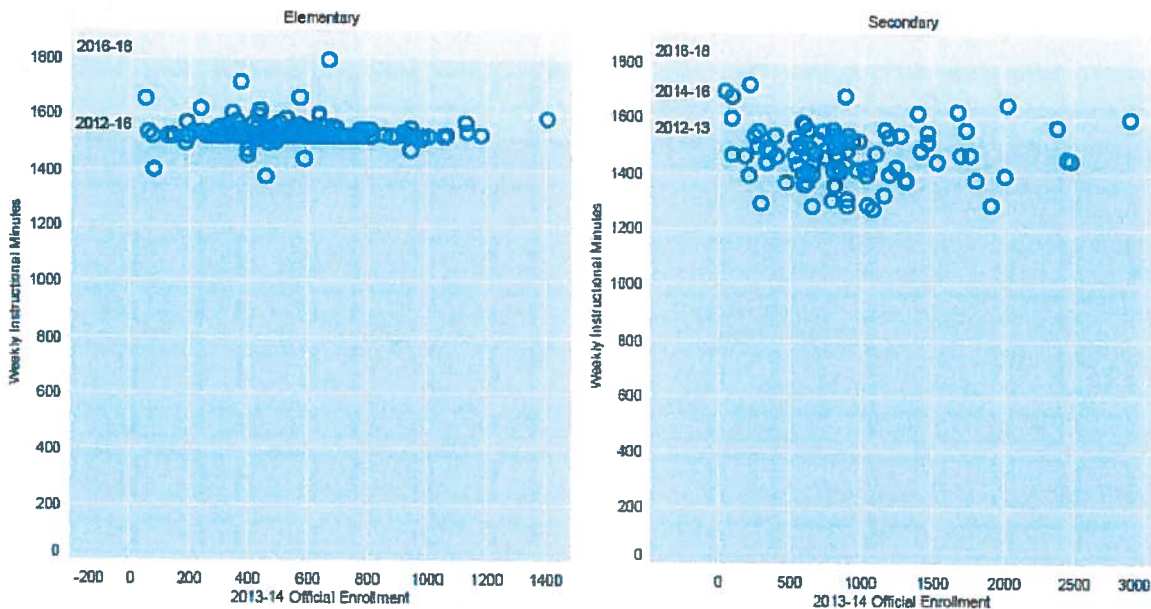
For example, to understand whether student learning time has an effect on student achievement, the Department analyzed the student instructional time data in the context of student performance outcomes. The graph on the left compares a schools' number of instructional minutes to its classification in the state's accountability and school improvement system, known as the Strive HI Performance System. The four classifications are Recognition (highest performing and improving), Continuous Improvement, Focus, and Priority (lowest performing). The graph on the right compares a schools' number of instructional minutes to its total number of points (out of 400 points) on the Strive HI Performance Index. These analyses demonstrate, as did the similar analyses included in the previous annual report, that there does not appear to be a strong relationship between the number of minutes offered and student outcomes.



Notes: Each circle represents a school, and the size of each circle represents is SY2012-13 official enrollment count. The Strive HI results are for SY2012-13. The student instructional time data is for SY13-14.

To understand whether school size had an impact on a school’s quantity of instructional time, the Department analyzed the student instructional time data in the context of student enrollment. The graphs below (elementary on the left, secondary on the right) demonstrate there is not a strong relationship between school size and student learning time.

Minutes Relative to Enrollment



The Department looks forward to further analysis of schools’ use of time to identify best practices and policies for maximizing effective teaching and learning.

5. **Development of optional model bell schedules for SY2014-15 has highlighted concerns about the feasibility of complying with continuously increasing requirements without unintended negative consequences on teaching and learning.**

School schedules must be determined through a collaborative process involving all active bargaining unit members at the school and the administration (*See Attachment 1 for a summary of this process*). If this process does result in an approved schedule, the principal is required to select a schedule from one of four DOE-developed Optional Model Bell Schedules.

The Department convened a Task Force on School Schedules in the summer of 2013 to develop the required Optional Model Bell Schedules. This Task Force drew on the work conducted by previous working groups, which has been discussed in previous legislative reports on this matter. It was chaired by two Complex Area Superintendents and consisted of three (3) subgroups: elementary, middle, and high school, and included complex area staff, principals, teachers, school administrative services assistants, and registrars. Participants were recommended to serve on the Task Force by CASs and the HSTA. The Task Force was responsible for developing at least four Optional Model Schedules for each level.

The Task Force's recommendations were subjected to further rounds of review and feedback by the Deputy Superintendent and HSTA that delayed the release of the schedules, but was important to weigh the implications of each schedule and understand HSTA's concerns. This input was taken into consideration and incorporated into the accompanying notes for each Optional Model Bell Schedule, summarizing factors for consideration.

The Department approved eight Optional Model Bell Schedules (four elementary; two middle school; and two high school). The schedules were published, with notes about factors that should be considered if selecting these schedules, along with additional Bell Schedules submitted by the Task Force or parents that are not fully in compliance, but may be helpful to schools' discussions about possibilities. To provide further fodder for their efforts, the Department also made all schools' submitted SY13-14 schedules available on the administrators' intranet. (*See Attachment 5 for the packet of Optional Model Bell Schedules*).

These bell schedules are intended to provide some standardization with room for customization. Implementation of a single bell schedule will look different in different schools. Many implementation issues, such as the principals' use of existing resources to deploy staff, will address requirements not necessarily captured from a written bell schedule. These Schedules do not necessarily reflect scheduled time for collaboration, planning, and professional development, including time built into the work day, or time used during the additional 21 hours and 6 ½ hours provided by the contract.



The phrase “Model Bell Schedules” may be misleading, as it may connote that the published Optional Model Bell Schedules are optimal or ideal. That is not the case, as they are imperfect. The effort to comply with both the CBA and the Acts resulted in some unintended consequences, such as short recess or passing times, limited time for educator collaboration, or inconsistent time blocks. In many cases, the Optional Model Bell Schedules require additional staff to balance larger class sizes or to provide additional teaching lines, or a waiver or contract exception. It is in the best interest of schools to work through the collaborative process to develop schedules that maximize effective teaching and learning so that the principal is not required to select one of the Optional Model Bell Schedules.

The lack of alignment between definitions of student learning time (Act 167/Act 52) and teacher instructional time (CBA) and differing interpretations between the Department and HSTA have led to a needless focus and use of educators’ time navigating these issues, discussing bell schedules, counting minutes and submitting paperwork.

**LEGISLATIVE RECOMMENDATIONS**

The Department recommends the legislature take the following actions to ensure a focus on maximizing effective use of time for student learning and teacher support:

- 1. Suspend required increases to 1080 hours until further data is available.**

It is a challenge for schools to meet the Act 167/Act 52 requirements in the context of the current CBA and budget.

Schools are currently preparing their schedules for SY2014-15. For secondary schools, this includes an increase to 990 hours (1650 weekly minutes). While this is likely manageable, the Department will not be able to assess the challenges or feasibility until schools submit their schedules in February 2014 and request for contract exceptions and waivers in March 2014.

Meanwhile, the increase from 915 hours (elementary) or 990 hours (for secondary) to 1080 hours in SY2016-17 will provide an incremental increase in the number of minutes per instructional block, which may have an incremental impact on the amount of increased teaching and learning.

Total hours	Weekly minutes	Daily Minutes	6 period day		7 period day	
			Time per instructional block	Increased instructional time per instructional block	Time per instructional block	Increased instructional time per instructional block
<b>Elementary</b>						
915	1525	305	51		44	
1080	1800	360	60	9 mins	51	7 mins
<b>Secondary</b>						



990	1650	330	55		47	
1080	1800	360	60	5 mins	51	4 mins

Given the data to data demonstrating lack of strong correlation between student instructional time and student performance and the pending data about SY14-15 implementation, the Department recommends suspending the increase to 1080 hours.

By maintaining the 915 and 990 requirements, schools can stabilize their approach to scheduling, share best practices from successful schools, and focus on the implementation of the Department's 6 Priority Strategies, which the Department believes are the best way to improve instruction.

## **2. Clarify the definition of student learning time to eliminate confusion and reduce burden**

As is noted above, the lack of consistency between Act 167/ Act 52 and the CBA and differing interpretations from the Department and HSTA create unnecessary confusion, and subsequent burden on educators. The Department recommends that this burden on educators be mitigated by directing the Board of Education to provide a clear definition of student learning time that includes all high-quality learning opportunities.

## **3. Provide additional funding to schools**

As is noted above, principals can use their resources to deploy staff in creative ways that will further maximize quality student learning time. The Department recommends that the legislature provide additional funding to schools that principals can use at their discretion to build additional student learning time into the schedule or otherwise improve continued implementation of the 6 Priority Strategies. This is consistent with the Department's current supplemental budget request which includes \$14 million in additional Weighted Student Formula (WSF) funds.

### **Attachments:**

1. School Schedule Criteria SY 2014-15
2. School Schedules FAQ
3. School Schedule Submission Form for SY 2014-15 (Elementary) and School Schedule Submission Form for SY 2014-15 (Secondary)
4. School List
5. Optional Model Bell Schedules

# Relating to School Year and Instructional Time

## Attachment 1

### School Schedule Criteria School Year 2014-15

This document serves as a reference document for schools and Complex Area Superintendents as they create, approve, and submit School Schedules for School Year (SY) 2014-15 that are in compliance with the 2013-17 Agreement (Agreement) with the Hawaii State Teachers Association (HSTA) and legislative requirements regarding student learning time. It includes information about: 1) Schedule Criteria, 2) Terminology, 3) Process Requirements, 4) Board of Education (BOE) Exceptions and Waivers, and 5) Exceptions to the Agreement.

1. **SCHEDULE CRITERIA:** School schedules -- including school calendars; teacher schedules; and bell schedules -- for School Year 2014-15 must meet the criteria in the table below.

<p><b>Teacher Work Year</b></p>	<ul style="list-style-type: none"> <li>• <b>No more than 190 work days.</b> (This includes 189 full work days and 6 hours for use in multiples of 1/2 hour increments contiguous to their work day described below.)</li> <li>• <b>Work days without students:</b> <ul style="list-style-type: none"> <li>• <u>First 4 days</u> (including 2 days for administrator-initiated activities and 2 days for teacher-initiated activities)</li> <li>• <u>1 day scheduled between semesters</u> for grading and other teacher-initiated activities</li> <li>• <u>2 days for school planning and collaboration</u> (determined by school's leadership group and administrators, with input from faculty); (encouraged to align days across complex areas to support common planning)</li> <li>• <u>1 day at the end of the school year</u></li> <li>• <u>1 day for participation in Teacher Institute Day</u> (dates set by HSTA)</li> </ul> </li> <li>• <b>Hours contiguous to the teacher work day for collaboration and professional development</b> <ul style="list-style-type: none"> <li>• <u>21 hours, for use in 1 hour increments</u>, for DOE-directed job-embedded professional development that extends the work day of teachers (focused on Common Core State Standards, data teams and formative instruction, response to intervention, and teacher evaluation)</li> <li>• <u>6 hours for use in multiples of 1/2 hour increments</u> for DOE-directed in-service training, school program planning and assessment, or principal-teacher evaluation conferences beyond the regular work day of teachers                             <ul style="list-style-type: none"> <li>○ not to exceed 1 ½ hours; scheduled in advance; and contiguous to the teacher's work day</li> <li>○ teachers must have input on the training activities</li> </ul> </li> </ul> </li> </ul>
<p><b>Teacher Schedule</b></p>	<p><b>Per day:</b></p> <ul style="list-style-type: none"> <li>• 7-hour day</li> <li>• Work day may not extend beyond 4:30 p.m.</li> <li>• Duty-free lunch period of no less than 30 minutes</li> <li>• No more than 180 consecutive minutes without a break, lunch or recess of no less than 15 minutes.</li> </ul> <p><b>Per week:</b></p> <ul style="list-style-type: none"> <li>• 5-day week</li> <li>• Schools may use rotating, block, or other non-traditional schedules, as long as teachers' work time does not exceed a 35-hour work week</li> <li>• <b>For self-contained classes, during regular work day, per week:</b> <ul style="list-style-type: none"> <li>• 1,415 minutes of instructional time</li> <li>• 225 minutes of preparation time in blocks of not less than 45 continuous minutes during regular work day</li> <li>• 150 minutes of duty free lunch periods in blocks of not less than 30 continuous minutes during the teachers' regular work day</li> <li>• 310 minutes to be used exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall</li> </ul> </li> <li>• <b>For departmental classes, during regular work day, per week:</b> <ul style="list-style-type: none"> <li>• 1,285 minutes of instructional time</li> <li>• 225 minutes of preparation time in blocks of not less than 45 continuous minutes</li> <li>• 150 minutes of duty free lunch periods in blocks of not less than 30 continuous minutes during the</li> </ul> </li> </ul>

	<p>teachers' regular work day</p> <ul style="list-style-type: none"> <li>440 minutes to be used exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall</li> </ul> <p><b>Per semester:</b> 6 teacher preparation periods per semester may be used at discretion of Employer for training, planning and assessment, or principal-teacher conferences.</p>
<b>Student learning time</b>	<p>For all schools, excluding charter schools and multi-track public schools:</p> <ul style="list-style-type: none"> <li><b>School Year 2013-14</b> <ul style="list-style-type: none"> <li>All schools: 180 days</li> <li>Elementary schools: 915 student instructional hours (1,525 student instructional minutes per week)</li> </ul> </li> <li><b>School Years 2014-15 and 2015-16</b> <ul style="list-style-type: none"> <li>All schools: 180 days</li> <li>Elementary schools: 915 student instructional hours (1,525 student instructional minutes per week)</li> <li>Secondary schools: 990 student instructional hours (1,650 student instructional minutes per week)</li> </ul> </li> <li><b>School Years 2016-17 and 2017-18</b> <ul style="list-style-type: none"> <li>All schools: 180 days</li> <li>All schools: 1,080 student instructional hours (1,800 student instructional minutes per week)</li> </ul> </li> <li><b>School Year 2018-19</b> <ul style="list-style-type: none"> <li>All schools: 190 days</li> <li>All schools: 1,146 student instructional hours (1,800 student instructional minutes per week)</li> </ul> </li> <li><b>Course offerings</b> <ul style="list-style-type: none"> <li>Secondary students have access to coursework in order to earn more than 6 credits per year.</li> <li>Elementary students have expanded course offerings.</li> </ul> </li> </ul>

2. **Terminology:** The table below clarifies the source of terminology used. It is drawn from Act 167/Act 52, the Agreement, and the Joint Interpretation of New Provisions.

<b>Term</b>	<b>Definition</b>	<b>Source</b>
Student learning time	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.	Act 167/Act 52
	Student learning time includes opening, closing, homeroom, and study hall.	DOE interpretation of Act 167/Act 52
Teacher instructional time	Teacher instructional time does not include faculty meetings, departmental meetings, grade level meetings, curriculum meetings, passing time, opening and closing time, recess, homeroom, scheduled activity periods on a voluntary basis or study hall.	Agreement, Article VI, CC.
Teacher prep time	A preparation period shall be for the pursuit of personally initiated school tasks in preparing for instruction, evaluation students and performing other instructional related activities. A preparation period shall not be used for personal or Association business or activities.	Agreement, Article VI, X, 1
Teacher "other" time	Teacher "other" time includes faculty meetings, departmental meetings, grade level meetings, curriculum meetings, passing time, opening and closing time, recess, homeroom, scheduled activity periods on a voluntary basis or study hall.	Agreement, Article VI, CC.
Coursework in order to earn more than 6 credits per year	The DOE intended that this provision would help ensure students had access to opportunities for enrichment or credit recovery, including online learning opportunities.	DOE interpretation of Agreement
	Many secondary schools offer an advisory period. Advisory is not a contractual block, and therefore cannot be used in the School Schedule Submission Form. Schools	

	<p>offering an advisory period should describe it in the Submission Form as the contractual time blocks that is most consistent with how the time is used: e.g. instructional block or homeroom.</p> <p>If a school chooses to offer students credits for work completed during an advisory period (e.g. Personal Transition Plan), those credits may count toward the "more than 6 credits per year" requirement.</p>	
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**3. PROCESS REQUIREMENTS**

School schedules must be determined through a collaborative process involving all active bargaining unit members at the school and the administration, per Article VI (DD) (5-8) and Article VII (B).

- Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school.
- If all active bargaining unit members and the administration achieve consensus, the schedule will be adopted. Consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.
- If consensus is not achieved, then the principal must put the proposed schedule to a vote of the active bargaining unit members. The schedule will be adopted if approved by 66-2/3% of the members voting.
- If the vote is not approved by 66 2/3%, the principal shall select a schedule from the DOE-developed Optional Model Bell Schedules.
- By the last day of the school year, the Tentative Master schedules for the following year must be posted and teachers must be notified in writing of their assignments.

**4. BOE SCHOOL COMMUNITY COUNCIL EXCEPTIONS AND WAIVERS**

The following section serves as a reminder of existing Hawaii State BOE policies regarding BOE School Community Council waivers and exceptions policies. The annual memo announcing the process and deadlines for submitting BOE waivers and exceptions, "School Community Council (SCC) Waiver/Exception Requests for SY 2014-2015," was posted on October 30, 2013. SCC Waivers/Exceptions requests that do not impact the school calendar must be submitted by March 14, 2014. Questions regarding this process should be directed to Jill Zodrow, SCC Educational Specialist, at 203-5571 or via Lotus Notes.

*Board Policy 2412 - "SCHOOL COMMUNITY COUNCIL WAIVERS AND SCHOOL COMMUNITY COUNCIL EXCEPTIONS POLICY"*

*The Board of Education (Board) has established procedures whereby School Community Councils (SCC), upon application to the Board, may be granted waivers from specific Board policies or rules and/or may be granted exceptions to specific provisions of labor agreements to which the Board is a signatory. The Department of Education (Department) shall administer the procedures and make them widely available to the public.*

*Requests for waivers from rules not under the direct control of the Board shall be forwarded to the appropriate governmental agency by the Department.*

*Waivers and exceptions are designed to enhance flexibility in order to facilitate school improvement. Schools are encouraged to explore alternate solutions before seeking waivers or exceptions to collective bargaining agreements.*

*Schools shall ensure that requests for waivers and exceptions align with their respective school's Academic and Financial Plan and demonstrate how the waiver or exception will improve student learning and increase student achievement.*

To facilitate its commitment to School Community Councils and to make the process of obtaining waivers less burdensome and less time-consuming, the Board hereby establishes the category, "Generic Waiver and/or Exception" to which the Board may assign any request.

Generic waivers and/or exceptions have been found by the Board to have sufficient merit or be sufficiently routine so as to justify automatic approval\* upon application by a school. The Superintendent shall maintain an up-to-date list of SCC Waivers and SCC Exceptions that have been designated "Generic" by the Board, and shall approve upon receipt, all requests from schools for such waivers or exceptions. \* A list of SCC Waivers and SCC Exceptions, along with the stipulations for automatic approval, that have been designated "Generic" by the Board, is provided in the attachment.

The Board, for reasons it finds appropriate, may remove the "Generic" designation from a waiver or exception at any time without necessarily affecting the status of schools previously granted such waivers or exceptions under this policy.

All requests for waivers or exceptions not designated by the Board to be "Generic" shall require Board approval.

\*In the case of SCC exceptions to the provisions of a labor agreement to which the Board is a signatory, such approval indicates only Board agreement. The exception also requires union agreement.

Approved: 10/07/04; Amended: 05/05/05; 01/19/06

#### Board Policy 2413 – "STUDENT INSTRUCTIONAL HOURS AND SCHOOL YEAR REQUIREMENTS POLICY AND WAIVER PROCESS"

Upon application to the Board of Education (Board) a school may be granted waivers from student instructional hours and school year requirements pursuant to HRS 302A-251. The Department of Education shall administer such procedures as may be adopted by the board.

Notwithstanding the multi-track public schools exemption from HRS 302A-251 requirements, multi-track public schools shall adhere to no less than 95% of the statutorily required days in a school year pursuant to HRS 302A-251. Multi-track public schools may, however, request a waiver under this policy.

Waivers shall be granted only in extraordinary circumstances. Waivers are intended to facilitate student learning and student achievement by enhancing school-level flexibility. Schools are expected to explore alternate solutions before seeking waivers.

Any school requesting a waiver shall ensure that such waiver aligns with its Academic and Financial Plan and demonstrate, with specificity, (1) the circumstances unique to the school justifying the waiver, (2) significant harm to students' learning and students' achievement should the waiver not be granted, (3) the school's plan to exit the waiver and achieve full compliance with the statutory requirements, (4) whether the complex area superintendent and the superintendent concur with the request, (5) whether other applicable processes noted in the Board Policy entitled "School Community Council Waivers and School Community Council Exceptions Policy" were completed, and (6) alternatives considered or implemented by the school prior to requesting the waiver.

The Board may grant waivers for no longer than one school year.

Due to the scope of the justification for the waiver, the principal of the applicant school shall present the request to the Board.

Approved: 7/16/13



## **5. HSTA AGREEMENT APPENDIX III (EXCEPTIONS TO THE AGREEMENT)**

The following section serves as a reminder of Appendix III of the Agreement - the Memorandum of Understanding (MOU) between the BOE and HSTA regarding exceptions to the Agreement.

*"Appendix III*

*This Memorandum of Understanding is effective as of July 1, 2013 by and between the State of Hawaii, Board of Education and the Hawaii State Teachers Association.*

*The Board and the Association believe that the most effective decisions are those made closest to the point of implementation. They further acknowledge that bargaining unit 5 members have a right and an obligation to engage and participate actively in open dialogue where issues are presented, defined, discussed and resolved. In accordance with Hawaii Revised Statutes, the Board has established, at each school, a School Community Council (SCC). The SCC assumes a collaborative approach to decision making.*

*The Board and the Association acknowledge that as part of school-level decision making, exceptions to the Bargaining Unit 5 Agreement (hereinafter called "the Agreement") may be requested by a SCC.*

### ***Bargaining Unit 5 Exception Process***

*When exceptions to the Agreement are being requested, Bargaining Unit 5 members shall use a consensus decision-making process. For the purpose of this Memorandum, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision. If, after good faith efforts have been exhausted and consensus has not been reached, bargaining unit members shall move to the fallback decision-making process.*

- 1. This process requires all active bargaining unit members at the school be provided the opportunity to vote by secret ballot. The Association Policy Committee at the school shall be responsible for contacting Bargaining Unit 5 members on paid and unpaid leave with return rights to the school.*
- 2. Bargaining Unit 5 members shall be provided five (5) working days to cast their ballot.*
- 3. In order for the vote to be valid, 66-2/3% of all of the ballots cast must be affirmative.*
- 4. Bargaining Unit 5 members shall then report the results to the SCC. All contract exceptions are binding on all bargaining unit members at the school.*

### ***School Community Council Exception Review Committee***

*A State Committee to be called the SCC Exception Review Committee shall be established.*

- 1. This Committee shall be comprised of two (2) representatives appointed by the Association and two (2) representatives appointed by the Board.*
- 2. This Committee shall establish its own rules of operation.*
- 3. This Committee shall review SCC's requests for exceptions to the Agreement, including those items incorporated by reference.*
- 4. Both parties must approve exceptions to the Agreement.*
- 5. Any exceptions to the Agreement shall not extend past the duration of the Agreement.*

6. *Unless otherwise specified by the Committee, all exceptions shall be renewed if all role groups at the school agree to continue them. The school shall submit a notification of renewal to the Committee.*

7. *If Bargaining Unit 5 members object to renewing an exception, they must go through the exception process before the request is submitted to the Committee.*

8. *If there are modifications to an exception, the role groups must go through the exception process before the request is submitted to the Committee.*

9. *The exceptions granted shall be applicable only to the school submitting the exception request.*

10. *Properly processed requests for exceptions granted by this Committee shall not be subject to the Grievance Procedure as provided for in the Agreement for the duration of the exception.*

*This Memorandum of Understanding shall expire on June 30, 2017."*

# Relating to School Year and Instructional Time

## Attachment 2



### School Schedules School Year 2014 – 2015

#### *Frequently Asked Questions*

Updated 12/13/2013

This Frequently Asked Questions document is intended to supplement previously circulated materials regarding the submission of school schedules for School Year (SY) 2014-2015.

- **SCHOOL SCHEDULE SUBMISSION**

1. ***Why is the Department requiring schools to submit school schedules?***

All Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that comply with the 2013-17 Agreement with the Hawaii State Teachers Association (HSTA) and student instructional hours and school year requirements under Hawaii Revised Statutes 302A-251 (Act 167/52).

Compliance is a shared responsibility. School leaders and staff are responsible for developing a school schedule according to the process outlined in the HSTA Agreement. Complex Area Superintendents and their staff are responsible for supporting schools' efforts and ensuring compliance. The State Office is responsible for setting clear expectations for compliance, providing information and guidance to support schools' efforts, monitoring compliance, and reporting annually to the legislature on progress.

This requires the annual submission of school schedules.

2. ***Why is the Department requiring schools to use a common template, when we have traditionally used our own scheduling format?***

The most efficient way to collect data for monitoring compliance and informing policy and practice is through the submission of schedules using a common template. Previous efforts to do so without a common template have made it difficult to understand and analyze schools' schedules.

The common template for SY2013-14 was released after the beginning of the school year, so it is understandable that schools' may have bell schedules documented in an alternative format that preceded the template. It is also understandable that schools may need to use alternative formats for communicating schedules to students or staff.

However, it is the Department's expectation that moving forward, if a school has documented the use of time in an alternative format, the use of time would match the use of time documented in the submitted School Schedules Submission Form.

3. ***How should I account for multiple schedules within a school (e.g. different grade spans)?***

A school should submit as many schedules necessary to demonstrate the use of time by all students.

For example, if an elementary school has one schedule for grades K-2 and a different schedule for grades 3-5 to accommodate different lunch times, submit two schedules. If a school has a rotating lunch schedule for each grade K-6, submit schedules for each grade.

Schools may also make use of the "Additional Comments from Principal" field at the bottom of the School Schedule Submission Forms to make clarifications.



- **USE OF OPTIONAL MODEL BELL SCHEDULES**

**4. *Why did the Department develop Optional Model Bell Schedules and how were they developed and approved?***

To comply with the HSTA Agreement, the Department needed to develop “four or more Department-approved model schedules, developed with input with the Association.”

In the summer of 2013, Deputy Superintendent Ronn Nozoe convened a Task Force on School Schedules to develop Optional Model Bell Schedules that comply with the schedule related provisions of the 2013-2017 HSTA Agreement and student instructional hours and school year requirements under Hawaii Revised Statutes 302A-251 (Act 167/52).

The Task Force was chaired by two Complex Area Superintendents and consisted of three (3) subgroups: elementary, middle, and high school, and included complex area staff, principals, teachers, school administrative services assistants, and registrars. Participants were recommended to serve on the Task Force by Complex Area Superintendents and the HSTA. The Task Force was responsible for developing at least four Optional Model Schedules for each level for consideration by the Deputy Superintendent.

The Taskforce’s recommendations were subjected to further rounds of review and feedback by the Deputy Superintendent and HSTA that delayed the release of the schedules, but was important to weigh the implications of each schedule and understand HSTA’s concerns. This input was taken into consideration and incorporated into the accompanying notes for each approved Optional Model Bell Schedule that summarize factors for consideration.

**5. *Did HSTA approve the Optional Model Bell Schedules as provided by the State?***

No. It was not required that HSTA approve the Optional Model Bell Schedules. HSTA was invited to participate in the Task Force and recommend Task Force participants. The Taskforce’s recommendations and supplemental documents were subjected to multiple rounds of review and feedback by the Deputy Superintendent and HSTA that delayed the release of the schedules, but was important to weigh the implications of each schedule and understand HSTA’s concerns. This input was taken into consideration and incorporated into the accompanying notes for each approved Optional Model Bell Schedule that summarize factors for consideration.

There may be outstanding issues where the Department and HSTA have different interpretations of the requirements.

**6. *Do schools have to choose one of the Optional Model Bell Schedules?***

No.

Per Article VI (DD) (5-8) and Article VII (B), school schedules must be determined through a collaborative process involving all active bargaining unit members at the school and the administration.

“Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school. Development of the schedule shall be done through a collaborative process involving all active bargaining unit members at the school and the administration. The Schedule may be one of four or more Department-approved model schedules, developed with input with the Association.

If all active bargaining unit members and the administration achieve consensus, the schedule may be adopted for the school. For the purpose of this decision, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.

If consensus is not achieved, then the principal must put the proposed schedule to a vote of the active bargaining unit members. The schedule will be adopted if approved by 66-2/3% of the members voting. If the vote is not approved by 66 2/3rds%, the principal shall select a schedule from the DOE-developed model bell schedules.”

The incentive is for schools staff to work together to develop a schedule that best meets the needs of the schools. If, and only if, consensus is not achieved and a vote of the proposed schedule fails, the principal must select one of the Optional Model Bell Schedules.

**7. *Can I make changes to the Optional Model Bell Schedules?***

Any schedule developed by the school that is compliance with Act 167 / 52 and the Agreement, and is approved through the schedule development process described in Agreement Article VI (DD) (5-8) and Article VII (B) may be used.

Any school may use any of the reference schedules – the Optional Model Bell Schedules, the additional schedules – as a starting place for the schedule they develop and make changes as long as it is compliance.

However, if consensus is not achieved and a vote of the proposed schedule fails, the principal must select one of the Optional Model Bell Schedules, with no changes.

8. ***The Optional Model Bell Schedules do not meet our needs (e.g. we have two lunch periods; we are a combination school; we need bus services to start at a different time, etc.); do we need to create our own schedule?***

The incentive is for schools staff to work together to develop a schedule that best meets the needs of the schools. If, and only if, consensus is not achieved and a vote of the proposed schedule fails, the principal must select one of the Optional Model Bell Schedules.

9. ***If our bell schedule is the same as one of the Optional Model Bell Schedules, but it differs by a few minutes (e.g. the schedule starts at 7:55, but we start our day at 7:50), do we need a waiver to use our bell schedule?***

Not necessarily.

Schools do not need to use the Optional Model Bell Schedules, unless the school fails to achieve consensus or a vote of approval on its own schedule.

Any schedule developed by the school that is compliance with Act 167 / 52 and the Agreement, and is approved through the schedule development process described in Agreement Article VI (DD) (5-8) and Article VII (B) may be used without seeking a waiver or contract exception.

However, if the school's proposed schedule is out of compliance with either Act 167 / 52 or the Agreement, even by a few minutes, it must seek the appropriate waiver or contract exception.

10. ***Can combination schools (e.g. middle & high schools) use either the middle or high school schedule?***

Any school may use any of the reference schedules – the Optional Model Bell Schedules, the additional schedules – as a starting place for the schedule they develop and make changes as long as it is compliance.

Combination schools may use an Optional Model Bell Schedule from either level.

11. ***Are the Optional Model Bell Schedules for High Schools available to be use by Middle Schools?***

Any school may use any of the reference schedules – the Optional Model Bell Schedules, the additional schedules – as a starting place for the schedule they develop and make changes as long as it is compliance.

Therefore a middle school may use the high school Optional Model Bell Schedule if it compliance and is approved through the school schedule development process outlined in the Agreement. However, if consensus is not achieved, a vote of the proposed schedule fails, and the principal must select one of the Optional Model Bell Schedules, he/she must select from one of the Middle School Optional Model Bell Schedules.

12. ***Why do the Optional Model Bell Schedules sometimes include "Closing" after teachers' meeting periods? What are students doing and how are they supervised during those time periods?***

This depends on how the school uses closing time and deploys its staff. Closing time may be moved before the teachers' meeting time.

13. ***Is there a minimum or maximum allowable time allotment for opening or closing?***

No.

- **WAIVERS & CONTRACT EXCEPTIONS**

14. ***If our staff comes to consensus or votes on a schedule that is out of compliance with Act 167 / 52 or the Agreement, do we need to seek a waiver or contract exception?***

Yes. Even if staff agree to a non-compliant schedule, schools must set the appropriate waiver or contract exception. This is true for any issue of non-compliance, regardless of the quantity of minutes involved.

If schools plan to seek BOE waivers or contract exceptions, they must select the appropriate box on the School Submission Form indicating those plans and continue to follow BOE policies and DOE processes.

The School Schedules Criteria document included in the November 25 memo, "Updated Submission Process for School Year 2014-15 School Schedules," includes an excerpt of the related BOE Policies (2412 and 2413) and a reminder about the DOE's SCC Waiver/Exception requests process that was outlined in an October 30, 2013 memo. Questions regarding this process should be directed toward Jill Zodrow, SCC Educational Specialist, at 203-5571 or via Lotus Notes.

15. ***Are the minutes associated with teacher instructional time, prep, meetings, etc. considered a "maximum or minimum"?***

The Department and HSTA may have differing interpretations of this issue. The Department expects that schools should develop schedules that treat these as an absolute to avoid issues. Any school with a schedule "under or over" these requirements should seek a waiver or contract exception.

16. ***Can we expect an approval of our request for a waiver or contract exception if our staff voted in favor of the schedule?***

No. We cannot guarantee the outcome of the waiver or contract exception request process.

The Department expects that schools collaborate and work hard to develop a schedule that is in the best interest of its students, work with their CASs to address concerns and submit a waiver or contract exception request as necessary.

- **CREDITS, ADVISORY AND STUDY HALL**

17. ***What was the intention of the provision in the Agreement, Article VI (DD) (4)(a): "Secondary students shall have access to coursework in order to earn more than 6 credits per year. Elementary students shall have expanded course offerings"?***

The DOE intended that this provision would help ensure students had access to opportunities for enrichment or credit recovery, including online learning opportunities.

Schools are not required to have 7 instructional periods. There are other ways to ensure access, such as by offering online learning opportunities.

18. ***Can the requirement to provide students with more than 6 credits per year be met by providing students with access to online offerings?***

Yes.

19. ***How do these requirements align with existing Board Policy 4530 and Department Regulation 4530.1 regarding credits?***

Board Policy 4530 and Department Regulation 4530.1 clarify the requirements for credits, including the requirement that one credit is awarded to each course meeting formally for approximately 200 minutes per week. The school schedule requirements do not change these requirements. Schools must continue to comply with regulation 4530.1.

Not all learning time is credit-bearing. Time spent in non-credit bearing courses, homeroom, study hall, opening and closing may be counted as student learning time, regardless of whether that time is credit-bearing.

20. ***How is study hall treated and does it have an ACCN?***

Study hall is used differently in different schools.

Study hall is typically self-directed time and not a credit-bearing course. It has been added to the ACCN course description guidance as a recurring, non-credit bearing activity.

Students may use study hall time to participate in online learning opportunities. Per Board policy and Department regulation, students may receive credit for the online learning opportunity if those requirements are met.

**21. *How are advisory periods addressed?***

Many secondary schools offer an advisory period. Advisory is not a contractual block, and therefore cannot be used in the School Schedule Submission Form. Schools offering an advisory period should describe it in the Submission Form as the contractual time blocks that is most consistent with how the time is used: e.g. instructional block or homeroom.

If a school chooses to offer students credits for work completed during an advisory period (e.g. Personal Transition Plan), those credits may count toward the "more than 6 credits per year" requirement. However, schools must continue to comply with Department regulation 4530.1 regarding credits.

• **RESOURCES & ADDITIONAL ASSISTANCE**

**22. *Who can help our school understand the requirements and answer our questions?***

CASs and Personnel Regional Officers (PROs) are key resources for schools.

Additionally, the Deputy Superintendent will be establishing a School Schedule Technical Assistance Team to provide support to schools as they develop their schedules. This Team will include Personnel Regional Officers (PRO), and other school and/or district personnel, who will serve as the complex area's lead resource on this. The Department will conduct trainings for PROs and additional support staff; the trainings will be open to HSTA staff, and others who can serve as additional supports for schools. More information about this Team and related training will be released shortly.

All materials regarding the school schedules submission is posted in Lotus Notes Memos & Notices.

• **UNIQUE SCHOOL SITUATIONS**

**23. *Have there been any models developed to meet the need of combination schools, such as K-8 schools?***

No. We did not create Optional Model Bell Schedules for the multiple unique school situations. Schools should work with their CASs to problem solve.

**24. *Do schools in the same complex need to develop schedules with the same start and end times for students to address bus schedules?***

While this is not required by the state, schools should collaborate as necessary, or as required by their CASs, to community concerns, such as bus schedules or ensuring siblings have similar schedules.

**25. *Can we start to make changes in instructional minutes now if we can instead of waiting until next year?***

Yes.



# Relating to School Year and Instructional Time

ATTACHMENT 3

Hawaii Department of Education

School Schedule Submission Form - School Year 2014-15 (Elementary)

## SCHOOL INFORMATION

<b>Complex Area Name</b>		<b>Complex Name</b>	<b>School Name</b>	
<b>Principal</b>	<b>Select one:</b> <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and we will seek a BOE waiver or contract exception.		<b>Signature</b>	<b>Date</b>
<b>Complex Area Superintendent</b>	<b>Select one:</b> <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and the school will need to seek a BOE waiver or contract exception.		<b>Signature</b>	<b>Date</b>

## SUMMARY OF SCHEDULE

TEACHER CALENDAR - TEACHER DAYS - REQUIREMENTS	Scheduled (Date or Description)	
<b>Work days without students</b>	2 days at beginning of school year for administrator-initiated activities	
	2 days at beginning of school year for teacher-initiated activities	
	1 day scheduled between semesters for grading and other teacher-initiated activities	
	2 days for school planning and collaboration	
	1 day at the end of the school year	
	Other days without students	
<b>Hours contiguous to the teacher work day for collaboration &amp; professional development</b>	21 hours, for use in 1 hour increments	
	6 hours for use in multiples of 1/2 hour increments	

OTHER REQUIREMENTS	DESCRIBE
Elementary students have expanded course offerings.	

<b>ADDITIONAL COMMENTS FROM PRINCIPAL (OPTIONAL)</b>



# Relating to School Year and Instructional Time

## BELL SCHEDULE

In the "Time" column, insert the time period. In the "Description" column, use a descriptor from the first column on the third page (e.g. passing, homeroom, recess, etc.). In the "Minutes" column, insert the number of minutes that the time period includes.

APPLICABLE DAYS: <i>[enter M, T, W, TH, and/or F]</i>			
Students	Start Time:	End Time:	
Teachers	Start Time:	End Time:	
Prep Time	Check one: <input type="checkbox"/> Floating <input type="checkbox"/> Common		MINUTES
TIME	DESCRIPTION		

APPLICABLE DAYS: <i>[enter M, T, W, TH, and/or F]</i>			
Students	Start Time:	End Time:	
Teachers	Start Time:	End Time:	
Prep Time	Check one: <input type="checkbox"/> Floating <input type="checkbox"/> Common		MINUTES
TIME	DESCRIPTION		

# Relating to School Year and Instructional Time

## SUMMARY OF BELL SCHEDULE

In the "Number of Actual Minutes..." column, insert the number of minutes scheduled. Repeat that number in the applicable blue and green columns. In the "Total" row, tally the total number of minutes in the blue and green columns. In the "Difference" row, indicate the difference in minutes between the Total scheduled minutes and the Required minutes.

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)				"OTHER TIME" <sup>4</sup>
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>1</sup>	PREP TIME <sup>2</sup>	LUNCH <sup>3</sup>		
Instructional Time				n/a	n/a	n/a	n/a
Homeroom			n/a	n/a	n/a	n/a	
Study hall			n/a	n/a	n/a	n/a	
Opening			n/a	n/a	n/a	n/a	
Closing			n/a	n/a	n/a	n/a	
Recess		n/a	n/a	n/a	n/a	n/a	
Passing		n/a	n/a	n/a	n/a	n/a	
Meetings <sup>5</sup>		n/a	n/a	n/a	n/a	n/a	
Lunch		n/a	n/a	n/a	n/a	n/a	n/a
Teacher Prep		n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL REQUIREMENT DIFFERENCE</b>	n/a n/a n/a	1525	1415	225	150	310	

<sup>1</sup> Contract: Article IV (CC) (1) (a)

<sup>2</sup> Contract: Article IV (CC) (1) (b)

<sup>3</sup> Contract: Article IV (CC) (1) (c)

<sup>4</sup> Contract: Article IV (CC) (1) (d)

<sup>5</sup> Including all faculty, departmental, grade level, and curriculum meetings.



# Relating to School Year and Instructional Time

ATTACHMENT 3

Hawaii Department of Education

School Schedule Submission Form - School Year 2014-15 (Secondary)

## SCHOOL INFORMATION

<b>Complex Area Name</b>		<b>Complex Name</b>	<b>School Name</b>	
<i>Principal</i>	<b>Select one:</b> <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and we will seek a BOE waiver or contract exception.		<b>Signature</b>	<b>Date</b>
<i>Complex Area Superintendent</i>	<b>Select one:</b> <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input type="checkbox"/> The submitted schedule is not in compliance with requirements and the school will need to seek a BOE waiver or contract exception.		<b>Signature</b>	<b>Date</b>

## SUMMARY OF SCHEDULE

TEACHER CALENDAR - TEACHER DAYS		Scheduled (Date or Description)
<b>Work days without students</b>	2 days at beginning of school year for administrator-initiated activities	
	2 days at beginning of school year for teacher-initiated activities	
	1 day scheduled between semesters for grading and other teacher-initiated activities	
	2 days for school planning and collaboration	
	1 day at the end of the school year	
	Other days without students	
<b>Hours contiguous to the teacher work day for collaboration &amp; professional development</b>	21 hours for use in 1 hour increments	
	6 hours for use in multiples of 1/2 hour increments	
	Additional information (if applicable)	

OTHER REQUIREMENTS	DESCRIBE
Secondary students have access to coursework in order to earn more than 6 credits per year.	

**ADDITIONAL COMMENTS FROM PRINCIPAL (OPTIONAL)**





# Relating to School Year and Instructional Time

## SUMMARY OF BELL SCHEDULE

In the "Number of Actual Minutes..." column, insert the number of minutes scheduled. Repeat that number in the applicable blue and green columns. In the "Total" row, tally the total number of minutes in the blue and green columns. In the "Difference" row, indicate the difference in minutes between the Total scheduled minutes and the Required minutes.

	Actual Minutes Scheduled per Week	TEACHER (2013-17 Agreement)				
		STUDENT (Act 167/52)	TEACHER INSTRUCTIONAL TIME <sup>1</sup>	PREP TIME <sup>2</sup>	LUNCH <sup>3</sup>	"OTHER TIME" <sup>4</sup>
		STUDENT LEARNING TIME*				
Instructional Time				n/a	n/a	n/a
Homeroom			n/a	n/a	n/a	
Study hall			n/a	n/a	n/a	
Opening			n/a	n/a	n/a	
Closing			n/a	n/a	n/a	
Recess			n/a	n/a	n/a	
Passing			n/a	n/a	n/a	
Meetings <sup>5</sup>			n/a	n/a	n/a	
Lunch			n/a	n/a	n/a	n/a
Teacher Prep			n/a	n/a	n/a	n/a
<b>TOTAL</b>	n/a		1285	225	150	440
<b>REQUIREMENT</b>	n/a	1650				
<b>DIFFERENCE</b>	n/a					

1 Contract: Article IV (CC) (1) (a)  
 2 Contract: Article IV (CC) (1) (b)  
 3 Contract: Article IV (CC) (1) (c)  
 4 Contract: Article IV (CC) (1) (d)

5 Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

## Attachment 4

Cells highlighted red are below the minimum requirement. Cells highlighted green are above the minimum requirement.

Complex Area	School (schedule grade span)	Level	School's Grade Span	SY13-14 Actual Total Student Learning Time	SY13-16 (requirement = 1525)	SY 16-17 (requirement = 1800)	Strive HI Classification
MAU-HLLM	Kilohana Elem	E	K-6	1,405	-120	-395	Continuous Improvement
CEN-AMR	Shafter Elem	E	K-6	1,435	-90	-365	Continuous Improvement
MAU-HLLM	Lanai HS & Elem (Gr K-2)	E	K-2	1,445	-80	-355	Continuous Improvement
MAU-BKM	Kula Elem	E	K-5	1,455	-70	-345	Continuous Improvement
HON-KMR	Anuenue (Elem)	E	K-12	1,475	-50	-325	Continuous Improvement
HAW-HW	Haheo Elem	E	K-6	1,500	-25	-300	Continuous Improvement
HON-KMR	Jefferson Elem	E	K-5	1,500	-25	-300	Continuous Improvement
CEN-LMW	Miiliani Ike Elem	E	K-5	1,515	-10	-285	Continuous Improvement
HON-KMR	Lanakila Elem (K)	E	K-5	1,515	-10	-285	Recognition
HAW-HW	Kalaniana'ole Elem & Inter (K-2)	E	K-8	1,520	-5	-280	Continuous Improvement
CEN-AMR	Aliamanu Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Gus Webling Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Moanalua Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Mokulele Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Nimitz Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Pearl Harbor Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-AMR	Waimalu Elem	E	K-6	1,525	0	-275	Continuous Improvement
CEN-LMW	Iliahi Elem	E	K-5	1,525	0	-275	Continuous Improvement
CEN-LMW	Miiliani Waena Elem	E	K-5	1,525	0	-275	Continuous Improvement
CEN-LMW	Solomon Elem	E	K-5	1,525	0	-275	Continuous Improvement
CEN-LMW	Wahiawa Elem	E	K-5	1,525	0	-275	Continuous Improvement
CEN-LMW	Wheeler Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-HKKK	Holu'aloa Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-HKKK	Honaunau Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-HKKK	Kealahou Elem	E	K-5	1,525	0	-275	Focus
HAW-HKKK	Kohala Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-HW	Kalaniana'ole Elem & Inter (3-5)	E	K-8	1,525	0	-275	Continuous Improvement
HAW-HW	Wai'alea Elem	E	K-5	1,525	0	-275	Focus
HAW-HW	Wai'alea Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-KKP	Kealahou Elem	E	K-5	1,525	0	-275	Continuous Improvement
HAW-KKP	Mountain View Elem	E	K-5	1,525	0	-275	Focus
HON-FKK	Hahaione Elem	E	K-5	1,525	0	-275	Continuous Improvement
HON-FKK	Kahala Elem	E	K-5	1,525	0	-275	Continuous Improvement
HON-FKK	Linapuni Elem	E	K-1	1,525	0	-275	Classification Not Determined
HON-FKK	Puuhale Elem	E	K-5	1,525	0	-275	Continuous Improvement
HON-KMR	Ala Wai Elem	E	K-5	1,525	0	-275	Continuous Improvement
HON-KMR	Alioli'ani Elem	E	K-5	1,525	0	-275	Continuous Improvement

# Relating to School Year and Instructional Time

## Attachment 4

Cells highlighted red are below the minimum requirement. Cells highlighted green are above the minimum requirement.

Complex Area	School (schedule grade span)	Level	School's Grade Span	SY13-14 Actual Total Student Learning Time	SY13-16 (requirement = 1525)	SY 16-17 (requirement = 1800)	Strive HI Classification
HON-KMR	Maemae Elem	E	K-5	1,525	0	-275	Continuous Improvement
KAU-KKW	Kalaheo Elem	E	K-5	1,525	0	-275	Continuous Improvement
KAU-KKW	Kilauea Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-CK	Ewa Beach Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-CK	Makakilo Elem	E	K-5	1,525	0	-275	Continuous Improvement
LEE-CK	Mauka Lani Elem	E	K-5	1,525	0	-275	Continuous Improvement
LEE-NW	Leihoku Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-NW	Mali Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-NW	Nanaikapono Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-PW	Kaleiopuu Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-PW	Lehua Elem	E	K-6	1,525	0	-275	Continuous Improvement
LEE-PW	Palisades Elem	E	K-6	1,525	0	-275	Recognition
MAU-BKM	Kamalii Elem	E	K-5	1,525	0	-275	Continuous Improvement
MAU-BKM	Pomaikai Elem	E	K-5	1,525	0	-275	Continuous Improvement
MAU-HLLM	Kaunakakai Elem	E	K-6	1,525	0	-275	Continuous Improvement
MAU-HLLM	King Kamehameha III Elem	E	K-5	1,525	0	-275	Continuous Improvement
MAU-HLLM	Nahienaena Elem	E	K-5	1,525	0	-275	Continuous Improvement
WIN-CK	Ahuimanu Elem	E	K-6	1,525	0	-275	Recognition
WIN-CK	Haula Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-CK	Kaawa Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-CK	Kaneohe Elem	E	K-6	1,525	0	-275	Focus
WIN-CK	Lai Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-CK	Puohala Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-CK	Waiahole Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-KK	Kailua Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-KK	Keolu Elem	E	K-6	1,525	0	-275	Continuous Improvement
WIN-KK	Waimanalo Elem	E	K-6	1,525	0	-275	Continuous Improvement
HON-FKK	Fern Elem	E	K-5	1,527	2	-273	Continuous Improvement
LEE-CK	Pohakea Elem	E	K-6	1,527	2	-273	Continuous Improvement
CEN-LMW	Hale Kula Elem	E	K-5	1,530	5	-270	Continuous Improvement
CEN-LMW	Mililani Mauka Elem	E	K-5	1,530	5	-270	Continuous Improvement
HAW-HKKK	Hookena Elem	E	K-5	1,530	5	-270	Focus
HON-FKK	Aina Haina Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-FKK	Kalihi Uka Elem	E	K-5	1,530	5	-270	Recognition
HON-FKK	Kapalama Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-FKK	Wilson Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-KMR	Hokulani Elem	E	K-5	1,530	5	-270	Recognition
HON-KMR	Kaahumanu Elem	E	K-5	1,530	5	-270	Continuous Improvement



# Relating to School Year and Instructional Time

## Attachment 4

Cells highlighted red are below the minimum requirement. Cells highlighted green are above the minimum requirement.

Complex Area	School (schedule grade span)	Level	School's Grade Span	SY13-14 Actual Total Student Learning Time	SY13-16 (requirement = 1525)	SY 16-17 (requirement = 1800)	Strive HI Classification
HON-KMR	Kaiulani Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-KMR	Kuhio Elem	E	K-5	1,530	5	-270	Focus
HON-KMR	Lanakila Elem (1-5)	E	K-5	1,530	5	-270	Recognition
HON-KMR	Lunalilo Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-KMR	Noelani Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-KMR	Nuuuanu Elem	E	K-5	1,530	5	-270	Continuous Improvement
HON-KMR	Pauoa Elem	E	K-5	1,530	5	-270	Continuous Improvement
KAU-KKW	Eleele Elem	E	K-5	1,530	5	-270	Continuous Improvement
KAU-KKW	Kaumualii Elem	E	K-5	1,530	5	-270	Continuous Improvement
KAU-KKW	Kekaha Elem	E	K-5	1,530	5	-270	Priority
LEE-CK	Iroquois Point Elem	E	K-6	1,530	5	-270	Continuous Improvement
LEE-CK	Kapolei Elem	E	K-5	1,530	5	-270	Continuous Improvement
LEE-PW	Kanoelani Elem	E	K-6	1,530	5	-270	Continuous Improvement
LEE-PW	Manana Elem	E	K-6	1,530	5	-270	Continuous Improvement
LEE-PW	Momilani Elem	E	K-6	1,530	5	-270	Continuous Improvement
MAU-BKM	Kahului Elem	E	K-5	1,530	5	-270	Continuous Improvement
MAU-BKM	Paia Elem	E	K-5	1,530	5	-270	Continuous Improvement
WIN-CK	Kahuku Elem	E	K-6	1,530	5	-270	Focus
WIN-CK	Sunset Beach Elem	E	K-6	1,530	5	-270	Continuous Improvement
WIN-KK	Aikahi Elem	E	K-6	1,530	5	-270	Continuous Improvement
WIN-KK	Maunawili Elem	E	K-6	1,530	5	-270	Continuous Improvement
WIN-KK	Mokapu Elem	E	K-6	1,530	5	-270	Continuous Improvement
MAU-BKM	Makawao Elem	E	K-5	1,531	6	-269	Continuous Improvement
CEN-AMR	Alvah Scott Elem	E	K-6	1,535	10	-265	Continuous Improvement
CEN-AMR	Hickam Elem	E	K-6	1,535	10	-265	Recognition
HON-FKK	Waikiki Elem	E	K-6	1,535	10	-265	Continuous Improvement
HON-KMR	Likelike Elem	E	K-5	1,535	10	-265	Continuous Improvement
LEE-PW	Waialele Elem	E	K-6	1,535	10	-265	Continuous Improvement
MAU-HLLM	Hana Elem	E	K-6	1,535	10	-265	Continuous Improvement
HAW-HW	Keaukaha Elem	E	K-6	1,536	11	-264	Continuous Improvement
HAW-HKKK	Ke Kula O Ehu	E	K-6	1,540	15	-260	Continuous Improvement
HAW-HKKK	Paauiolo Elem	E	K-6	1,540	15	-260	Continuous Improvement
HON-KMR	Lincoln Elem	E	K-5	1,540	15	-260	Continuous Improvement
LEE-CK	Ewa Elem	E	K-6	1,540	15	-260	Continuous Improvement
LEE-CK	Keoneula Elem	E	K-6	1,540	15	-260	Continuous Improvement
MAU-HLLM	Maunaloa	E	K-6	1,540	15	-260	Recognition
WIN-CK	Kapunahala Elem	E	K-6	1,540	15	-260	Continuous Improvement
CEN-AMR	Salt Lake Elem	E	K-6	1,545	20	-255	Continuous Improvement
CEN-LMW	Kipapa Elem	E	K-5	1,545	20	-255	Continuous Improvement

# Relating to School Year and Instructional Time

## Attachment 4

Cells highlighted red are below the minimum requirement. Cells highlighted green are above the minimum requirement.

Complex Area	School (schedule grade span)	Level	School's Grade Span	SY13-14 Actual Total Student Learning Time	SY13-16 (requirement = 1525)	SY 16-17 (requirement = 1800)	Strive HI Classification
CEN-LMW	Waialua Elem	E	K-6	1,545	20	-255	Continuous Improvement
MAU-BKM	Pukalani Elem	E	K-5	1,545	20	-255	Continuous Improvement
HON-KMR	Royal Elem	E	K-5	1,547	22	-253	Continuous Improvement
CEN-AMR	Aiea Elem	E	K-6	1,550	25	-250	Continuous Improvement
CEN-AMR	Pearl Harbor Kai Elem	E	K-6	1,550	25	-250	Continuous Improvement
CEN-AMR	Pearl Ridge Elem	E	K-6	1,550	25	-250	Recognition
CEN-AMR	Red Hill Elem	E	K-6	1,550	25	-250	Recognition
HAW-HW	deSilva Elem	E	K-6	1,550	25	-250	Recognition
HON-KMR	Manoa Elem	E	K-6	1,550	25	-250	Recognition
KAU-KKW	Hanaiei Elem	E	K-6	1,550	25	-250	Continuous Improvement
KAU-KKW	Koloa Elem	E	K-5	1,550	25	-250	Continuous Improvement
LEE-PW	Honowai Elem	E	K-6	1,550	25	-250	Continuous Improvement
MAU-HLLM	Lanai HS & Elem (Gr 3-5)	E	3-5	1,550	25	-250	Continuous Improvement
WIN-CK	Kahaluu Elem	E	K-6	1,550	25	-250	Continuous Improvement
WIN-KK	Enchanted Lake Elem	E	K-6	1,550	25	-250	Continuous Improvement
WIN-KK	Kaelepulu Elem	E	K-6	1,550	25	-250	Continuous Improvement
HAW-HKKK	Waikoloa Elem	E	K-6	1,551	26	-249	Continuous Improvement
HON-FKK	Kalihi Waena Elem	E	K-5	1,555	30	-245	Continuous Improvement
HON-KMR	Palolo Elem	E	K-5	1,555	30	-245	Continuous Improvement
KAU-KKW	Kapaa Elem	E	K-5	1,555	30	-245	Focus
LEE-CK	Kaimiloa Elem	E	K-6	1,555	30	-245	Focus
LEE-PW	Waiau Elem	E	K-6	1,555	30	-245	Continuous Improvement
WIN-CK	Heeia Elem	E	K-6	1,555	30	-245	Focus
WIN-CK	Parker Elem	E	K-6	1,555	30	-245	Continuous Improvement
WIN-KK	Kainalu Elem	E	K-6	1,555	30	-245	Focus
CEN-AMR	Makalapa Elem	E	K-6	1,560	35	-240	Continuous Improvement
HAW-HW	Hilo Union Elem	E	K-6	1,560	35	-240	Continuous Improvement
HON-FKK	Kalihi Elem	E	K-5	1,560	35	-240	Continuous Improvement
CEN-LMW	Kaala Elem	E	K-5	1,565	40	-235	Continuous Improvement
HAW-HKKK	Waimea Elem	E	K-5	1,565	40	-235	Continuous Improvement
HON-FKK	Kamiloiki Elem	E	K-5	1,565	40	-235	Continuous Improvement
LEE-NW	Makaha Elem	E	K-6	1,565	40	-235	Continuous Improvement
LEE-PW	Pearl City Elem	E	K-6	1,565	40	-235	Focus
LEE-PW	PC Highlands Elem	E	K-6	1,570	45	-230	Continuous Improvement
HON-FKK	Liholiho Elem	E	K-5	1,572	47	-228	Recognition
CEN-LMW	Haleiwa Elem	E	K-6	1,575	50	-225	Continuous Improvement
HAW-HKKK	Kahakai Elem	E	K-5	1,575	50	-225	Continuous Improvement
LEE-PW	Waipahu Elem	E	K-6	1,575	50	-225	Continuous Improvement
MAU-BKM	Waihee Elem	E	K-5	1,577	52	-223	Continuous Improvement

# Relating to School Year and Instructional Time

## Attachment 4

Cells highlighted red are below the minimum requirement. Cells highlighted green are above the minimum requirement.

Complex Area	School (schedule grade span)	Level	School's Grade Span	SY13-14 Actual Total Student Learning Time	SY13-16 (requirement = 1525)	SY 16-17 (requirement = 1800)	Strive HI Classification
HON-FKK	Koko Head Elem	E	K-5	1,580	55	-220	Continuous Improvement
HAW-KKP	Pahala Elem	E	K-6	1,590	65	-210	Continuous Improvement
LEE-PW	August Ahrens Elem	E	K-6	1,590	65	-210	Continuous Improvement
CEN-LMW	Helemano Elem	E	K-5	1,595	70	-205	Continuous Improvement
HON-KMR	Kauluwela	E	K-5	1,595	70	-205	Continuous Improvement
HAW-KKP	Keonepoko Elem	E	K-6	1,600	75	-200	Continuous Improvement
HAW-KKP	Pahoa Elem	E	K-6	1,600	75	-200	Continuous Improvement
MAU-BKM	Wailuku Elem	E	K-5	1,600	75	-200	Continuous Improvement
LEE-NW	Waianae Elem	E	K-6	1,605	80	-195	Priority
HAW-HKKK	Honokaa Elem	E	K-6	1,610	85	-190	Continuous Improvement
HON-FKK	Kaewai Elem	E	K-5	1,610	85	-190	Continuous Improvement
LEE-NW	Nanakuli Elem	E	K-6	1,620	95	-180	Continuous Improvement
CEN-LMW	Mililani Uka Elem	E	K-5	1,621	96	-179	Continuous Improvement
WIN-KK	Pope Elem	E	K-6	1,624	99	-176	Continuous Improvement
HON-FKK	Kalihi Kai Elem	E	K-5	1,635	110	-165	Priority
HAW-HW	Kapiolani Elem	E	K-6	1,645	120	-155	Continuous Improvement
MAU-BKM	Kihei Elem	E	K-5	1,645	120	-155	Continuous Improvement
MAU-BKM	Haiku Elem	E	K-5	1,650	125	-150	Continuous Improvement
HON-FKK	HSDB Elem	E	K-6	1,660	135	-140	Priority

## Relating to School Year and Instructional Time

### Attachment 5

# DOE-Approved Optional Model Bell Schedules

The following pages contain the Optional Model Bell Schedules and accompanying information:

- The *schedule*, using a common template.
  - o Time is described using only the contractual blocks (e.g. instruction, homeroom, study hall, opening, closing, recess, passing, meetings, lunch or teacher prep).
  - o Each contractual block is noted with a start time, end time, and total minutes.
  - o A short red line estimates the "180 minute mark."
- A *summary* table, which provides total teacher work day, type of prep time, teacher start and end time, and student start and end time.
- A *comparison* table, which contrasts actual minutes scheduled with the requirements per Act 167/52 and HSTA Agreement.
- A short list of *factors to consider* when choosing that bell schedule. This list is not necessarily all-inclusive.

For elementary schedules, this information fits on one page. For secondary schedules, this information fits on two pages.



# Relating to School Year and Instructional Time

Level **Elementary** Schedule **A**

## SCHEDULE

Days	M, T, TH, F		
Start Time	End Time	Block	Minutes
7:45 AM	8:07 AM	Homeroom	22
8:07 AM	9:50 AM	Instruction	103
9:50 AM	10:05 AM	Recess	15
10:05 AM	11:45 AM	Instruction	100
11:45 AM	12:15 PM	Lunch	30
12:15 PM	12:20 PM	Recess	5
12:20 PM	2:00 PM	Instruction	100
2:00 PM	2:45 PM	Teacher Prep	45

Days	W		
Start Time	End Time	Block	Minutes
7:45 AM	8:07 AM	Homeroom	22
8:07 AM	9:50 AM	Instruction	103
9:50 AM	10:05 AM	Recess	15
10:05 AM	11:45 AM	Instruction	100
11:45 AM	12:15 PM	Lunch	30
12:15 PM	12:20 PM	Recess	5
12:20 PM	1:05 PM	Teacher Prep	45
1:05 PM	2:45 PM	Meeting	100

## SUMMARY

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	2:00 pm

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	2:00 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>1</sup>	PREP TIME <sup>2</sup>	LUNCH <sup>3</sup>	"OTHER TIME" <sup>4</sup>
Instructional Time	1415	1415	1415	n/a	n/a	n/a
Homeroom	110	110	n/a	n/a	n/a	110
Study hall	0	0	n/a	n/a	n/a	0
Opening	0	0	n/a	n/a	n/a	0
Closing	0	0	n/a	n/a	n/a	0
Recess	100	n/a	n/a	n/a	n/a	100
Passing	0	n/a	n/a	n/a	n/a	0
Meetings <sup>5</sup>	100	n/a	n/a	n/a	n/a	100
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	225	n/a	n/a	225	n/a	n/a
<b>TOTAL</b>	n/a	1525	1415	225	150	310
<b>REQUIREMENT</b>	n/a	1525	1415	225	150	310
<b>DIFFERENCE</b>	n/a	0	0	0	0	0

### Factors to consider when choosing this bell schedule:

- Recesses are short.
- Passing will happen during recess. In schedules without passing time, the reality is that the first few minutes of the next instruction will include students settling into the classroom.
- Wednesday schedule provides time for planning, collaboration, and professional development.
- Teachers assigned recess duty on a rotating basis must receive a 5 minute break.

<sup>1</sup> Contract: Article IV (CC) (1) (a)

<sup>2</sup> Contract: Article IV (CC) (1) (b)

<sup>3</sup> Contract: Article IV (CC) (1) (c)

<sup>4</sup> Contract: Article IV (CC) (1) (d)

<sup>5</sup> Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

Level **Elementary** Schedule **B**

## SCHEDULE

Days	M, T, TH, F		
Start Time	End Time	Description	Minutes
7:45 AM	8:00 AM	Homeroom	15
8:00 AM	9:45 AM	Instruction	105
9:45 AM	10:00 AM	Recess	15
10:00 AM	11:15 AM	Instruction	75
11:15 AM	11:45 AM	Lunch	30
11:45 AM	12:00 PM	Recess	15
12:00 PM	1:53 PM	Instruction	113
1:53 PM	2:00 PM	Closing	7
2:00 pm	2:45 PM	Teacher Prep	45

Days	W		
Start Time	End Time	Description	Minutes
7:45 AM	8:00 AM	Homeroom	15
8:00 AM	9:45 AM	Instruction	105
9:45 AM	10:00 AM	Recess	15
10:00 AM	11:15 AM	Instruction	75
11:15 AM	11:45 AM	Lunch	30
11:45 AM	12:00 PM	Recess	15
12:00 PM	1:03 PM	Instruction	63
1:03 PM	1:10 PM	Closing	7
1:10 PM	1:55 PM	Prep	45
1:55 PM	2:45 PM	Meeting	50

## SUMMARY

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	2:00 pm

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	1:10 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>6</sup>	PREP TIME <sup>7</sup>	LUNCH <sup>8</sup>	"OTHER TIME" <sup>9</sup>
Instructional Time	1415	1415	1415	n/a	n/a	n/a
Homeroom	75	75	n/a	n/a	n/a	110
Study hall	0	0	n/a	n/a	n/a	0
Opening	0	0	n/a	n/a	n/a	0
Closing	35	35	n/a	n/a	n/a	0
Recess	100	n/a	n/a	n/a	n/a	100
Passing	0	n/a	n/a	n/a	n/a	0
Meetings <sup>10</sup>	100	n/a	n/a	n/a	n/a	100
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	225	n/a	n/a	225	n/a	n/a
<b>TOTAL</b>	n/a	1525	1415	225	150	310
<b>REQUIREMENT</b>	n/a	1525	1415	225	150	310
<b>DIFFERENCE</b>	n/a	0	0	0	0	0

### Factors to consider when choosing this bell schedule:

- Recesses are short.
- Passing will happen during recess. In schedules without passing time, the reality is that the first few minutes of the next instruction will include students settling into the classroom.
- Inclusion of three instructions permits balance of content instruction.
- Opportunity for specials to be scheduled for similar number of minutes using some or all of a specific block.
- Short meeting time on Wednesday.
- Wednesday lunch recess can be adjusted to decrease meeting time on Wednesday.

<sup>6</sup> Contract: Article IV (CC) (1) (a)

<sup>7</sup> Contract: Article IV (CC) (1) (b)

<sup>8</sup> Contract: Article IV (CC) (1) (c)

<sup>9</sup> Contract: Article IV (CC) (1) (d)

<sup>10</sup> Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

Level **Elementary** Schedule **C**

## SCHEDULE

Days	M, T, TH, F		
Start Time	End Time	Description	Minutes
7:45 AM	7:56 AM	Homeroom	11
7:56 AM	9:45 AM	Instruction	109
9:45 AM	10:00 AM	Recess	15
10:00 AM	11:15 AM	Instruction	75
11:15 AM	11:45 AM	Lunch	30
11:45 AM	11:50 AM	Recess	5
11:50 AM	1:37 PM	Instruction	107
1:37 PM	1:48 PM	Closing	11
1:48 PM	2:45 PM	Teacher Prep	57

Days	W		
Start Time	End Time	Description	Minutes
7:45 AM	7:56 AM	Homeroom	11
7:56 AM	9:45 AM	Instruction	109
9:45 AM	10:00 AM	Recess	15
10:00 AM	11:15 AM	Instruction	75
11:15 AM	11:45 AM	Lunch	30
11:45 AM	11:50 AM	Recess	5
11:50 AM	12:57 PM	Instruction	67
12:57 PM	1:08 PM	Closing	11
1:08 PM	2:45 PM	Meeting	97

## SUMMARY

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	1:48 pm

Total Teacher work day	7 hours
Teacher Prep type	Common
Teacher Start time	7:45 am
End time	2:45 pm
Student Start time	7:45 am
End time	1:08 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>11</sup>	PREP TIME <sup>12</sup>	LUNCH <sup>13</sup>	"OTHER TIME" <sup>14</sup>
Instructional Time	1415	1415	1415	n/a	n/a	n/a
Homeroom	55	55	n/a	n/a	n/a	55
Study hall	0	0	n/a	n/a	n/a	0
Opening	0	0	n/a	n/a	n/a	0
Closing	55	55	n/a	n/a	n/a	55
Recess	100	n/a	n/a	n/a	n/a	100
Passing	0	n/a	n/a	n/a	n/a	0
Meetings <sup>15</sup>	97	n/a	n/a	n/a	n/a	97
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	228	n/a	n/a	228	n/a	n/a
<b>TOTAL</b>	n/a	1525	1415	228	150	307
<b>REQUIREMENT</b>	n/a	1525	1415	225	150	310
<b>DIFFERENCE</b>	n/a	0	0	+3	0	-3

### Factors to consider when choosing this bell schedule:

- Recesses are short.
- Passing will happen during recess. In schedules without passing time, the reality is that the first few minutes of the next instruction will include students settling into the classroom.
- Prep time increased on M, T, TH, and F, but no prep time on Wednesday.
- Dedicated meeting time on one day.
- Requires a contract exception to address 3 minutes over on prep time; 3 minutes under on "other time."

<sup>11</sup> Contract: Article IV (CC) (1) (a)

<sup>12</sup> Contract: Article IV (CC) (1) (b)

<sup>13</sup> Contract: Article IV (CC) (1) (c)

<sup>14</sup> Contract: Article IV (CC) (1) (d)

<sup>15</sup> Including all faculty, departmental, grade level, and curriculum meetings.



# Relating to School Year and Instructional Time

Level **Elementary** Schedule **D**

## SCHEDULE

Days	M, T, TH, F		
Start Time	End Time	Description	Minutes
7:45 AM	8:02 AM	Homeroom	17
8:02 AM	9:30 AM	Instruction	88
9:30 AM	9:45 AM	Recess	15
9:45 AM	9:50 AM	Passing	5
9:50 AM	11:15 AM	Instruction	85
11:15 AM	11:45 AM	Lunch	30
11:45 AM	11:55 AM	Recess	10
11:55 AM	12:00 PM	Passing	5
12:00 PM	2:10 PM	Instruction	130
2:10 PM	2:15 PM	Closing	5
2:15 PM	3:00 PM	Teacher Prep	45

Days	W		
Start Time	End Time	Description	Minutes
7:45 AM	8:02 AM	Homeroom	17
8:02 AM	9:30 AM	Instruction	88
9:30 AM	9:45 AM	Recess	15
9:45 AM	9:50 AM	Passing	5
9:50 AM	11:15 AM	Instruction	85
11:15 AM	11:45 AM	Lunch	30
11:45 AM	11:55 AM	Recess	10
11:55 AM	12:00 PM	Passing	5
12:00 PM	12:30 PM	Instruction	30
12:30 PM	12:35 PM	Closing	5
12:35 PM	1:20 PM	Teacher Prep	45
1:20 PM	3:00 PM	Meeting	100

## SUMMARY

Total Teacher work day	7 hours
Teacher Prep type	common
Teacher Start time	7:45 am
End time	3:00 pm
Student Start time	7:45 am
End time	2:15 pm

Total Teacher work day	7 hours, 15 mins
Teacher Prep type	common
Teacher Start time	7:45 am
End time	3:00 pm
Student Start time	7:45 am
End time	12:35pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>16</sup>	PREP TIME <sup>17</sup>	LUNCH <sup>18</sup>	"OTHER TIME" <sup>19</sup>
Instructional Time	1415	1415	1415	n/a	n/a	n/a
Homeroom	85	85	n/a	n/a	n/a	85
Study hall	0	0	n/a	n/a	n/a	0
Opening	0	0	n/a	n/a	n/a	0
Closing	25	25	n/a	n/a	n/a	25
Recess	125	n/a	n/a	n/a	n/a	125
Passing	50	n/a	n/a	n/a	n/a	50
Meetings <sup>20</sup>	100	n/a	n/a	n/a	n/a	100
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	225	n/a	n/a	225	n/a	n/a
<b>TOTAL</b>	n/a	1525	1415	225	150	385
<b>REQUIREMENT</b>	n/a	1525	1415	225	150	310
<b>DIFFERENCE</b>	n/a	0	0	0	0	75

### Factors to consider when choosing this bell schedule:

- Requires a contract exception to address work day extended by 15 minutes once a week and extra 75 minutes of "other time."
- Ending day at 3:00 pm to coordinate with secondary schools schedules.

<sup>16</sup> Contract: Article IV (CC) (1) (a)

<sup>17</sup> Contract: Article IV (CC) (1) (b)

<sup>18</sup> Contract: Article IV (CC) (1) (c)

<sup>19</sup> Contract: Article IV (CC) (1) (d)

<sup>20</sup> Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

Level **Middle** Schedule **A**

## SCHEDULE

Monday				Tuesday				Wednesday				Thursday				Friday			
Teacher Start Time: 7:55 am		Student Start time 7:55 am		Teacher Start Time: 7:55 am		Student Start time 7:55 am		Teacher Start time 7:55 am		Student Start Time: 7:55 am		Teacher Start Time: 7:55 am		Student Start time 7:55 am		Teacher Start Time: 7:55 am		Student Start time 7:55 am	
Start	End	Block	Mins	Start	End	Block	Mins	Start	End	Block	Mins	Start	End	Block	Mins	Start	End	Block	Mins
7:55	8:00	Opening	5	7:55	8:00	Opening	5	7:55	8:00	Opening	5	7:55	8:00	Opening	5	7:55	8:00	Opening	5
8:00	8:05	Homeroom	5	8:00	8:05	Homeroom	5	8:00	8:05	Homeroom	5	8:00	8:05	Homeroom	5	8:00	8:05	Homeroom	5
8:05	8:57	Instruction 1	52	8:05	8:57	Instruction 1	52	8:05	8:57	Instruction 1	52	8:05	8:57	Instruction 1	52	8:05	8:57	Instruction 2	52
8:57	9:02	Passing	5	8:57	9:02	Passing	5	8:57	9:02	Passing	5	8:57	9:02	Passing	5	8:57	9:02	Passing	5
9:02	9:54	Instruction 2	52	9:02	9:39	Homeroom - Advisory	37	9:02	9:54	Instruction 2	52	9:02	9:54	Instruction 4	52	9:02	9:54	Instruction 3	52
9:54	10:09	Recess	15	9:39	9:54	Recess	15	9:54	10:09	Recess	15	9:54	10:09	Recess	15	9:54	10:09	Recess	15
10:09	10:14	Passing	5	9:54	9:59	Passing	5	10:09	10:14	Passing	5	10:09	10:14	Passing	5	10:09	10:14	Passing	5
10:14	11:06	Instruction 3	52	9:59	10:51	Instruction 2	52	10:14	11:06	Instruction 3	52	10:14	11:06	Instruction 5	52	10:14	11:06	Instruction 4	52
11:06	11:11	Passing	5	10:51	10:56	Passing	5	11:06	11:11	Passing	5	11:06	11:11	Passing	5	11:06	11:11	Passing	5
11:11	12:03	Instruction 4	52	10:56	11:48	Instruction 3	52	11:11	12:03	Instruction 5	52	11:11	12:03	Instruction 6	52	11:11	12:03	Instruction 5	52
12:03	12:33	Lunch	30	11:48	12:18	Lunch	30	12:03	12:33	Lunch	30	12:03	12:33	Lunch	30	12:03	12:33	Lunch	30
12:33	12:38	Passing	5	12:18	12:23	Passing	5	12:33	12:38	Passing	5	12:33	12:38	Passing	5	12:33	12:38	Passing	5
12:38	1:30	Instruction 5	52	12:23	1:15	Instruction 4	52	12:38	1:30	Instruction 6	52	12:38	1:30	Instruction 7	52	12:38	1:30	Instruction 6	52
1:30	1:35	Passing	5	1:15	1:20	Passing	5	1:39	1:35	Passing	5	1:30	1:45	Study Hall	15	1:30	1:35	Passing	5
1:35	2:27	Instruction 6	52	1:20	2:12	Instruction 7	52	1:35	2:27	Instruction 7	52	1:45	1:50	Closing	5	1:35	2:27	Instruction 7	52
2:27	2:50	Study Hall	23	2:12	2:50	Meeting	38	2:27	2:50	Study Hall	23	1:50	2:58	Meeting	68	2:27	2:50	Study Hall	23
2:50	2:55	Closing	5	2:50	2:55	Closing	5	2:50	2:55	Closing	5	2:50	2:55	Closing	5	2:50	2:55	Closing	5
<b>Student End Time: 2:55 pm</b>				<b>Student End Time: 2:55 pm</b>				<b>Student End Time: 2:55 pm</b>				<b>Student End Time: 2:55 pm</b>				<b>Student End Time: 2:55 pm</b>			
<b>Teacher End Time: 2:55 pm</b>				<b>Teacher End Time: 2:55 pm</b>				<b>Teacher End Time: 2:55 pm</b>				<b>Teacher End Time: 2:58 pm</b>				<b>Teacher End Time: 2:55 pm</b>			

# Relating to School Year and Instructional Time

Level Middle Schedule A

## SUMMARY

	Mon	Tues	Wed	Thurs	Fri
<b>Total Teacher work day</b>	7 hours	7 hours	7 hours	7 hours, 3 mins	7 hours
<b>Teacher Prep type</b>	Floating	Floating	Floating	Floating	Floating
<b>Teacher Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:55 pm	2:58 pm	2:55 pm
<b>Student Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:55 pm	1:50 pm	2:55 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>21</sup>	PREP TIME <sup>22</sup>	LUNCH <sup>23</sup>	"OTHER TIME" <sup>24</sup>
Instructional Time	1493	1493	1285	n/a	n/a	n/a
Homeroom	25	25	n/a	n/a	n/a	25
Study hall	84	84	n/a	n/a	n/a	84
Opening	25	25	n/a	n/a	n/a	25
Closing	25	25	n/a	n/a	n/a	25
Recess	75	n/a	n/a	n/a	n/a	75
Passing	120	n/a	n/a	n/a	n/a	100
Meetings <sup>25</sup>	106	n/a	n/a	n/a	n/a	106
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	225	n/a	n/a	225	n/a	n/a
<b>TOTAL</b>	n/a	1652	1285	225	150	440
<b>REQUIREMENT</b>	n/a	1650	1285	225	150	440
<b>DIFFERENCE</b>	n/a	+2	0	0	0	0

### Factors to consider when choosing this bell schedule:

- The rotation permits 7 Instructional period, four times a week for 52- minute each.
- Floating teacher preparation (teachers teach "6 on 7"). Prep time includes the adjacent passing time (e.g. 57 mins).
- Includes an additional instructional block for advisory once a week, as well as built in meeting time twice per week (106 mins).
- Homeroom would rotate to be in the same location as first instructional block.
- Safety is an issue due to lack of physical separation of grades.
- Closing sometimes occurs after a meeting block.
- Costs: requires more lines to allow for floating teacher prep or an increase in class sizes.

<sup>21</sup> Contract: Article IV (CC) (1) (a)

<sup>22</sup> Contract: Article IV (CC) (1) (b)

<sup>23</sup> Contract: Article IV (CC) (1) (c)

<sup>24</sup> Contract: Article IV (CC) (1) (d)

<sup>25</sup> Including all faculty, departmental, grade level, and curriculum meetings.



# Relating to School Year and Instructional Time

Level **Middle** Schedule **B**

**SCHEDULE**

Monday			Tuesday			Wednesday			Thursday			Friday			
Start	End	Block	Mins	Start	End	Block	Mins	Start	End	Block	Mins	Start	End	Block	Mins
7:55	8:00	Opening	5	7:55	8:00	Opening	5	7:55	8:00	Opening	5	7:55	8:00	Opening	5
8:00	8:16	Homeroom	16	8:00	8:16	Homeroom	16	8:00	8:16	Homeroom	16	8:00	8:16	Homeroom	16
8:16	8:20	Passing	4	8:16	8:20	Passing	4	8:16	8:20	Passing	4	8:16	8:20	Passing	4
8:20	9:02	Instruction 1	42	8:20	9:02	Instruction 1	42	8:41	8:45	Passing	4	8:20	9:02	Instruction 1	42
9:02	9:06	Passing	4	9:02	9:06	Passing	4	8:45	9:27	Instruction 1	42	9:02	9:06	Passing	4
9:06	9:48	Instruction 2	42	9:06	9:48	Instruction 2	42	9:27	9:31	Passing	4	9:06	9:48	Instruction 2	42
9:48	10:03	Recess	15	9:48	10:03	Recess	15	9:31	10:13	Instruction 2	42	9:48	10:03	Recess	15
10:03	10:07	Passing	4	10:03	10:07	Passing	4	10:13	10:28	Recess	15	10:03	10:07	Passing	4
10:07	10:49	Instruction 3	42	10:07	10:49	Instruction 3	42	10:28	10:32	Passing	4	10:07	10:49	Instruction 3	42
10:49	10:53	Passing	4	10:49	10:53	Passing	4	10:32	11:14	Instruction 3	42	10:49	10:53	Passing	4
10:53	11:35	Instruction 4	42	10:53	11:35	Instruction 4	42	11:14	11:18	Passing	4	10:53	11:35	Instruction 4	42
11:35	12:05	Lunch	30	11:35	12:05	Lunch	30	11:18	12:00	Instruction 4	42	11:35	12:05	Lunch	30
12:05	12:09	Passing	4	12:05	12:09	Passing	4	12:00	12:30	Lunch	30	12:00	12:30	Lunch	30
12:09	12:51	Instruction 5	42	12:09	12:51	Instruction 5	42	12:30	12:34	Passing	4	12:30	12:34	Passing	4
12:51	12:55	Passing	4	12:51	12:55	Passing	4	12:34	1:16	Instruction 5	42	12:34	1:16	Instruction 5	42
12:55	1:37	Instruction 6	42	12:55	1:37	Instruction 6	42	1:16	1:20	Passing	4	1:16	1:20	Passing	4
1:37	1:41	Passing	4	1:37	1:41	Passing	4	1:20	2:02	Instruction 6	42	1:20	2:02	Instruction 6	42
1:41	2:23	Instruction 7	42	1:41	2:23	Instruction 7	42	2:02	2:06	Passing	4	2:02	2:06	Passing	4
2:23	2:50	Meeting	27	2:23	2:50	Meeting	27	2:06	2:48	Instruction 7	42	2:06	2:48	Instruction 7	42
2:50	2:55	Closing	5	2:50	2:55	Closing	5	2:48	2:53	Closing	5	2:48	2:53	Closing	5



# Relating to School Year and Instructional Time

Level Middle Schedule B

## SUMMARY

	Mon	Tues	Wed	Thurs	Fri
<b>Total Teacher work day</b>	7 hours	7 hours	6 hours, 58 minutes	7 hours	7 hours
<b>Teacher Prep type</b>	floating	floating	Floating	floating	floating
<b>Teacher Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:53 pm	2:55 pm	2:55 pm
<b>Student Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:53 pm	2:55 pm	2:55 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>26</sup>	PREP TIME <sup>27</sup>	LUNCH <sup>28</sup>	"OTHER TIME" <sup>29</sup>
Instructional Time	1495	1495	1285	n/a	n/a	n/a
Homeroom	80	80	n/a	n/a	n/a	80
Study hall	27	27	n/a	n/a	n/a	27
Opening	25	25	n/a	n/a	n/a	25
Closing	25	25	n/a	n/a	n/a	25
Recess	75	n/a	n/a	n/a	n/a	75
Passing	140	n/a	n/a	n/a	n/a	120
Meetings <sup>30</sup>	81	n/a	n/a	n/a	n/a	81
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	230	n/a	n/a	230	n/a	n/a
<b>TOTAL</b>	n/a	1652	1285	230	n/a	433
<b>REQUIREMENT</b>	n/a	1650	1285	225	150	440
<b>DIFFERENCE</b>	n/a	+2	0	+5	0	-7

### Factors to consider when choosing this bell schedule:

- The rotation permits 7 Instructional period, 5 times a week for 42- minute each, allowing teachers to meet with students every day.
- Floating teacher preparation (teachers teach "6 on 7"). Prep time includes the adjacent passing time (e.g. 47 mins).
- Includes an additional 42-minute instructional block for instructional-advisory once per week, and a 27-minute study hall once a week.
- Periods are shorter and students have more passing time.
- Three meeting times built in; meetings are short.
- Requires a contract exception to address the missing 5 minutes of preparation time and 7 minutes of other time.
- Closing sometimes occurs after a meeting block.
- Costs: requires more lines to allow for floating teacher prep or an increase in class sizes.

<sup>26</sup> Contract: Article IV (CC) (1) (a)

<sup>27</sup> Contract: Article IV (CC) (1) (b)

<sup>28</sup> Contract: Article IV (CC) (1) (c)

<sup>29</sup> Contract: Article IV (CC) (1) (d)

<sup>30</sup> Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

Level High Schedule A

## SCHEDULE

Monday			Tuesday			Wednesday			Thursday			Friday		
Start	End	Mins	Start	End	Mins	Start	End	Mins	Start	End	Mins	Start	End	Mins
7:55	8:00	5	7:55	8:00	5	7:55	8:00	5	7:55	8:00	5	7:55	8:00	5
8:00	8:05	5	8:00	8:05	5	8:00	8:05	5	8:00	8:05	5	8:00	8:05	5
8:05	8:57	52	8:05	8:57	52	8:05	8:57	52	8:05	8:57	52	8:05	8:57	52
8:57	9:02	5	8:57	9:02	5	8:57	9:02	5	8:57	9:12	15	8:57	9:02	5
9:02	9:54	52	9:02	9:39	37	9:02	9:54	52	9:12	9:17	5	9:02	9:54	52
9:54	10:09	15	9:39	9:54	15	9:54	10:0	9	9:17	10:09	52	9:54	10:09	15
10:09	10:14	5	9:54	9:59	5	10:09	10:1	4	10:09	10:14	5	10:09	10:14	5
10:14	11:06	52	9:59	10:51	52	10:14	11:0	6	10:14	11:06	52	10:14	11:06	52
11:06	11:11	5	10:51	10:56	5	11:06	11:1	1	11:06	11:36	30	11:06	11:11	5
11:11	12:03	52	10:56	11:48	52	11:11	12:0	3	11:36	11:41	5	11:11	12:03	52
12:03	12:33	30	11:48	12:18	30	12:03	12:3	3	11:41	12:33	52	12:03	12:33	30
12:33	12:38	5	12:18	12:23	5	12:33	12:3	8	12:33	12:38	5	12:33	12:38	5
12:38	1:30	52	12:23	1:15	52	12:38	1:30	8	12:38	1:30	52	12:38	1:30	52
1:30	1:35	5	1:15	1:20	5	1:30	1:35	5	1:30	1:45	15	1:30	1:35	5
1:35	2:27	52	1:20	2:12	52	1:35	2:27	7	1:45	2:50	65	1:35	2:27	52
2:27	2:50	23	2:12	2:50	38	2:27	2:50	3	2:50	2:55	5	2:27	2:50	23
2:50	2:55	5	2:50	2:55	5	2:50	2:55	5	2:50	2:55	5	2:50	2:55	5

# Relating to School Year and Instructional Time

Level **High** Schedule **A**

## SUMMARY

	Mon	Tues	Wed	Thurs	Fri
<b>Total Teacher work day</b>	7 hours	7 hours	7 hours	6 hours, 53 minutes	7 hours
<b>Teacher Prep type</b>	floating	floating	floating	floating	floating
<b>Teacher Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:55 pm	2:48 pm	2:55 pm
<b>Student Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55pm	2:55 pm	2:55 pm	2:55 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>31</sup>	PREP TIME <sup>32</sup>	LUNCH <sup>33</sup>	"OTHER TIME" <sup>34</sup>
Instructional Time	1493	1493	1285	n/a	n/a	n/a
Homeroom	25	25	n/a	n/a	n/a	25
Study hall	84	84	n/a	n/a	n/a	84
Opening	25	25	n/a	n/a	n/a	25
Closing	25	25	n/a	n/a	n/a	25
Recess	75	n/a	n/a	n/a	n/a	75
Passing	120	n/a	n/a	n/a	n/a	100
Meetings <sup>35</sup>	106	n/a	n/a	n/a	n/a	106
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	228	n/a	n/a	228	n/a	n/a
<b>TOTAL</b>	n/a	1652	1285	225	150	440
<b>REQUIREMENT</b>	n/a	1650	1285	225	150	440
<b>DIFFERENCE</b>	n/a	+2	0	0	0	0

### Factors to consider when choosing this bell schedule:

- The rotation permits 7 Instructional period, 4 times a week for 52- minute each.
- Floating teacher preparation (teachers teach "6 on 7"). Prep time includes the adjacent passing time (e.g. 47 mins).
- Includes an additional 37-minute instructional block for instructional-advisory once per week, and a study hall 4 times per a week.
- Homeroom would rotate to be in the same location as first instructional block.
- Fix period schedule does not accommodate 4 day or 3 day week.
- Meeting times are built in.
- Closing sometimes occurs after a meeting block.
- Costs: requires more lines to allow for floating teacher prep or an increase in class sizes.
- Requires a contract exception to address the extra prep time.

<sup>31</sup> Contract: Article IV (CC) (1) (a)

<sup>32</sup> Contract: Article IV (CC) (1) (b)

<sup>33</sup> Contract: Article IV (CC) (1) (c)

<sup>34</sup> Contract: Article IV (CC) (1) (d)

<sup>35</sup> Including all faculty, departmental, grade level, and curriculum meetings.

# Relating to School Year and Instructional Time

Level **High** Schedule **B**

**SCHEDULE**

Monday			Tuesday			Wednesday			Thursday			Friday		
Start	End	Mins	Start	End	Mins	Start	End	Mins	Start	End	Mins	Start	End	Mins
7:55	8:00	5	7:55	8:00	5	7:55	8:00	5	7:55	8:00	5	7:55	8:00	5
8:00	8:05	5	8:00	8:05	5	8:00	8:05	5	8:00	8:05	5	8:00	8:05	5
8:05	9:07	62	8:05	9:07	62	8:05	9:07	62	8:05	9:31	86	8:05	9:31	86
9:07	9:22	15	9:07	9:22	15	9:07	9:22	15	9:31	9:46	15	9:31	9:46	15
9:22	9:27	5	9:22	9:27	5	9:22	9:27	5	9:46	9:51	5	9:46	9:51	5
9:27	10:29	62	9:27	10:29	62	9:27	10:2	62	9:51	11:17	86	9:51	11:17	86
10:29	10:34	5	10:29	10:34	5	10:29	10:3	5	11:17	11:47	30	11:17	11:47	30
10:34	11:36	62	10:34	11:36	62	10:34	11:3	62	11:47	11:52	5	11:47	11:52	5
11:36	12:06	30	11:36	12:06	30	11:36	12:0	30	11:52	12:17	25	11:52	1:18	86
12:06	12:11	5	12:06	12:11	5	12:06	12:1	5	12:17	12:43	26	1:18	1:23	5
12:11	1:13	62	12:11	12:31	20	12:11	1:13	62	12:43	12:48	5	1:23	2:49	86
1:13	1:18	5	12:31	12:54	23	1:13	1:18	5	12:48	2:14	86	2:49	2:54	5
1:18	2:20	62	12:54	12:59	5	1:18	2:20	62	2:14	2:19	5			
2:20	2:25	5	12:59	2:01	62	2:20	2:50	30	2:19	2:55	36			
2:25	2:55	30	2:01	2:06	5	2:50	2:55	5						
			2:06	2:55	49									



# Relating to School Year and Instructional Time

Level **High** Schedule **B**

## SUMMARY

	Mon	Tues	Wed	Thurs	Fri
<b>Total Teacher work day</b>	7 hours	7 hours	7 hours	7 hours	6 hours, 59 min
<b>Teacher Prep type</b>	floating	floating	floating	floating	floating
<b>Teacher Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:55 pm	2:55 pm	2:55 pm	2:55 pm	2:54 pm
<b>Student Start time</b>	7:55 am	7:55 am	7:55 am	7:55 am	7:55 am
<b>End time</b>	2:25 pm	2:06pm	2:55 pm	2:19 pm	2:54 pm

## COMPARISON TO REQUIREMENTS

	Actual Minutes Scheduled per Week	STUDENT (Act 167/52)	TEACHER (2013-17 Agreement)			
		STUDENT LEARNING TIME*	TEACHER INSTRUCTIONAL TIME <sup>36</sup>	PREP TIME <sup>37</sup>	LUNCH <sup>38</sup>	"OTHER TIME" <sup>39</sup>
Instructional Time	1495	1495	1285	n/a	n/a	n/a
Homeroom	45	45	n/a	n/a	n/a	45
Study hall	79	79	n/a	n/a	n/a	79
Opening	25	25	n/a	n/a	n/a	25
Closing	25	25	n/a	n/a	n/a	25
Recess	75	n/a	n/a	n/a	n/a	75
Passing	90	n/a	n/a	n/a	n/a	75
Meetings <sup>40</sup>	115	n/a	n/a	n/a	n/a	115
Lunch	150	n/a	n/a	n/a	150	n/a
Teacher Prep	225	n/a	n/a	225	n/a	n/a
<b>TOTAL</b>	n/a	1669	1285	225	150	439
<b>REQUIREMENT</b>	n/a	1650	1285	225	150	440
<b>DIFFERENCE</b>	n/a	+19	0	0	0	-1

### Factors to consider when choosing this bell schedule:

- The rotation permits 7 Instructional period, 3 times a week. (2 x 62 mins, 1 x 86 mins)
- Floating teacher preparation (teachers teach "6 on 7"). Prep time includes the adjacent passing time. (2 x 67 mins, 1 x 91 mins)
- Homeroom would rotate to be in the same location as first instructional block.
- Provides flexibility due to inclusion of long and short instructional blocks.
- Costs: requires more lines to allow for floating teacher prep or an increase in class sizes.
- Requires a contract exception to address the 1 minute extra other time and 1 minute short on work day.

<sup>36</sup> Contract: Article IV (CC) (1) (a)

<sup>37</sup> Contract: Article IV (CC) (1) (b)

<sup>38</sup> Contract: Article IV (CC) (1) (c)

<sup>39</sup> Contract: Article IV (CC) (1) (d)

<sup>40</sup> Including all faculty, departmental, grade level, and curriculum meetings.

**Relating to School Year and Instructional Time**

**Additional Submitted  
Schedules  
(not DOE-Approved)**

# Relating to School Year and Instructional Time

Submitted by School Schedules Task Force  
Not Approved

Level **Middle**

41 min periods: Teachers teach 6 on 8, 2 Floating Preps\*

Monday	Tuesday	Wednesday	Thursday	Friday
7-45 AM - 8:07 AM (17) Homeroom	7-45 AM - 8:07 AM (17) Homeroom	7-45 AM - 8:07 AM (17) Homeroom	7-45 AM - 8:07 AM (17) Homeroom	7-45 AM - 8:07 AM (17) Homeroom
8:07 AM - 8:11 AM (4) Passing	8:07 AM - 8:11 AM (4) Passing	8:07 AM - 8:11 AM (4) Passing	8:07 AM - 8:11 AM (4) Passing	8:07 AM - 8:11 AM (4) Passing
8:11 AM - 8:52 AM (41) Period 1	8:11 AM - 8:52 AM (41) Period 1	8:11 AM - 9:05 AM (55) Period 1	8:11 AM - 8:52 AM (41) Period 1	8:11 AM - 8:52 AM (41) Period 1
8:52 AM - 8:56 AM (4) Passing	8:52 AM - 8:56 AM (4) Passing	9:05 AM - 9:10 AM (4) Passing	8:52 AM - 8:56 AM (4) Passing	8:52 AM - 8:56 AM (4) Passing
8:56 AM - 9:37 AM (41) Period 2	8:56 AM - 9:37 AM (41) Period 2	9:10 AM - 10:05 AM (55) Period 2	8:56 AM - 9:37 AM (41) Period 2	8:56 AM - 9:37 AM (41) Period 2
9:37 AM - 9:52 AM (15) Recess	9:37 AM - 9:52 AM (15) Recess	10:05 AM - 10:09 AM (4) Passing	9:37 AM - 9:52 AM (15) Recess	9:37 AM - 9:52 AM (15) Recess
9:52 AM - 9:56 AM (4) Passing	9:52 AM - 9:56 AM (4) Passing	10:09 AM - 11:04 AM (55) Period 3	9:52 AM - 9:56 AM (4) Passing	9:52 AM - 9:56 AM (4) Passing
9:56 AM - 10:37 AM (41) Period 3	9:56 AM - 10:37 AM (41) Period 3	11:04 AM - 11:34 AM (30) Lunch	9:56 AM - 10:37 AM (41) Period 3	9:56 AM - 10:37 AM (41) Period 3
10:37 AM - 10:41 AM (4) Passing	10:37 AM - 10:41 AM (4) Passing	11:34 AM - 11:38 AM (4) Passing	10:37 AM - 10:41 AM (4) Passing	10:37 AM - 10:41 AM (4) Passing
10:41 AM - 11:22 AM (41) Period 4	10:41 AM - 11:22 AM (41) Period 4	11:38 AM - 12:33 PM (55) Period 4	10:41 AM - 11:22 AM (41) Period 4	10:41 AM - 11:22 AM (41) Period 4
11:22 AM - 11:52 AM (30) Lunch	11:22 AM - 11:52 AM (30) Lunch	12:33 PM - 12:37 PM (4) Passing	11:22 AM - 11:52 AM (30) Lunch	11:22 AM - 11:52 AM (30) Lunch
11:52 AM - 11:56 AM (4) Passing	11:52 AM - 11:56 AM (4) Passing	12:37 PM - 1:35 PM (58) Arbitrary	11:52 AM - 11:56 AM (4) Passing	11:52 AM - 11:56 AM (4) Passing
11:56 AM - 12:37 PM (41) Period 5	11:56 AM - 12:37 PM (41) Period 5	1:35 PM - 2:02 PM (27) Meeting	11:56 AM - 12:37 PM (41) Period 5	11:56 AM - 12:37 PM (41) Period 5
12:37 PM - 12:41 PM (4) Passing	12:37 PM - 12:41 PM (4) Passing		12:37 PM - 12:41 PM (4) Passing	12:37 PM - 12:41 PM (4) Passing
12:41 PM - 1:22 PM (41) Period 6	12:41 PM - 1:22 PM (41) Period 6		12:41 PM - 1:22 PM (41) Period 6	12:41 PM - 1:22 PM (41) Period 6
1:22 PM - 1:26 PM (4) Passing	1:22 PM - 1:26 PM (4) Passing		1:22 PM - 1:26 PM (4) Passing	1:22 PM - 1:26 PM (4) Passing
1:26 PM - 2:07 PM (41) Period 7	1:26 PM - 2:07 PM (41) Period 7		1:26 PM - 2:07 PM (41) Period 7	1:26 PM - 2:07 PM (41) Period 7
2:07 PM - 2:11 PM (4) Passing	2:07 PM - 2:11 PM (4) Passing		2:07 PM - 2:11 PM (4) Passing	2:07 PM - 2:11 PM (4) Passing
2:11 PM - 2:52 PM (41) Period 8	2:11 PM - 2:52 PM (41) Period 8		2:11 PM - 2:52 PM (41) Period 8	2:11 PM - 2:52 PM (41) Period 8

Reason(s) not approved:

- Doesn't meet required teacher instructional time.



# Relating to School Year and Instructional Time

Submitted by School Schedules Task Force  
Not Approved

Level Middle

53 min periods (4 core, 1 elective - teachers teach 4 on 5 floating prep\*#)

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM - 8:10 AM (10) Opening	8:00 AM - 8:10 AM (10) Opening	8:00 AM - 8:10 AM (10) Opening	8:00 AM - 8:10 AM (10) Opening	8:00 AM - 8:10 AM (10) Opening
8:10 AM - 9:03 AM (53) Period 1	8:10 AM - 9:03 AM (53) Period 1	8:10 AM - 9:10 AM (60) Period 1	8:10 AM - 9:03 AM (53) Period 1	8:10 AM - 9:03 AM (53) Period 1
9:03 AM - 9:07 AM (4) Study Hall	9:03 AM - 9:07 AM (4) Study Hall	9:10 AM - 9:29 AM (19) Study Hall	9:03 AM - 9:07 AM (4) Study Hall	9:03 AM - 9:07 AM (4) Study Hall
9:07 AM - 9:08 AM (1) Passing	9:07 AM - 9:08 AM (1) Passing	9:29 AM - 9:30 AM (1) Passing	9:07 AM - 9:08 AM (1) Passing	9:07 AM - 9:08 AM (1) Passing
9:08 AM - 10:01 AM (53) Period 2	9:08 AM - 10:01 AM (53) Period 2	9:30 AM - 10:30 AM (60) Period 2	9:08 AM - 10:01 AM (53) Period 2	9:08 AM - 10:01 AM (53) Period 2
10:01 AM - 10:05 AM (4) Study Hall	10:01 AM - 10:05 AM (4) Study Hall	10:30 AM - 10:49 AM (19) Study Hall	10:01 AM - 10:05 AM (4) Study Hall	10:01 AM - 10:05 AM (4) Study Hall
10:05 AM - 10:20 AM (15) Recess	10:05 AM - 10:20 AM (15) Recess	10:49 AM - 11:04 AM (15) Recess	10:05 AM - 10:20 AM (15) Recess	10:05 AM - 10:20 AM (15) Recess
10:20 AM - 10:21 AM (1) Passing	10:20 AM - 10:21 AM (1) Passing	11:04 AM - 11:05 AM (1) Passing	10:20 AM - 10:21 AM (1) Passing	10:20 AM - 10:21 AM (1) Passing
10:21 AM - 11:14 AM (53) Period 3	10:21 AM - 11:14 AM (53) Period 3	11:05 AM - 12:05 PM (60) Period 3	10:21 AM - 11:04 AM (53) Period 3	10:21 AM - 11:14 AM (53) Period 3
11:14 AM - 11:18 AM (4) Study Hall	11:14 AM - 11:18 AM (4) Study Hall	12:05 PM - 12:24 PM (19) Study Hall	11:14 AM - 11:18 AM (4) Study Hall	11:14 AM - 11:18 AM (4) Study Hall
11:18 AM - 11:48 AM (30) Lunch	11:18 AM - 11:48 AM (30) Lunch	12:24 PM - 12:34 PM (10) Lunch	11:18 AM - 11:48 AM (30) Lunch	11:18 AM - 11:48 AM (30) Lunch
11:48 AM - 11:49 AM (1) Passing	11:48 AM - 11:49 AM (1) Passing	12:34 PM - 1:23 PM (29) Advisory	11:48 AM - 11:49 AM (1) Passing	11:48 AM - 11:49 AM (1) Passing
11:49 AM - 12:19 PM (29) Advisory	11:49 AM - 12:19 PM (29) Advisory	1:23 PM - 1:24 PM (1) Passing	11:49 AM - 12:19 PM (29) Advisory	11:49 AM - 12:19 PM (29) Advisory
12:19 PM - 12:19 PM (1) Passing	12:19 PM - 12:19 PM (1) Passing	1:24 PM - 2:24 PM (60) Period 4	12:19 PM - 12:19 PM (1) Passing	12:19 PM - 12:19 PM (1) Passing
12:19 PM - 1:12 PM (53) Period 4	12:19 PM - 1:12 PM (53) Period 4	2:24 PM - 2:43 PM (19) Study Hall	12:19 PM - 1:12 PM (53) Period 4	12:19 PM - 1:12 PM (53) Period 4
1:12 PM - 1:16 PM (4) Study Hall	1:12 PM - 1:16 PM (4) Study Hall		1:12 PM - 1:16 PM (4) Study Hall	1:12 PM - 1:16 PM (4) Study Hall
1:16 PM - 1:17 PM (1) Passing	1:16 PM - 1:17 PM (1) Passing		1:16 PM - 1:17 PM (1) Passing	1:16 PM - 1:17 PM (1) Passing
1:17 PM - 2:10 PM (53) Period 5	1:17 PM - 2:10 PM (53) Period 5		1:17 PM - 2:10 PM (53) Period 5	1:17 PM - 2:10 PM (53) Period 5
2:10 PM - 2:14 PM (4) Study Hall	2:10 PM - 2:14 PM (4) Study Hall		2:10 PM - 2:14 PM (4) Study Hall	2:10 PM - 2:14 PM (4) Study Hall
2:14 PM - 2:59 PM (45) Prep	2:14 PM - 2:59 PM (45) Prep		2:14 PM - 2:59 PM (45) Prep	2:14 PM - 2:59 PM (45) Prep

- Reason(s) not approved:
- Doesn't meet required 440 "other minutes"
  - 4 minute study hall not realistic

# Relating to School Year and Instructional Time

Submitted by School Schedules Task Force  
Not Approved

Level High

**3 x 3 alternating weekly (w/ split Advisory/Study Hall); 5 on 6 floating prep**

Monday	Tuesday	Wednesday	Thursday	Friday
7:55 AM - 9:24 AM (89) Period 1, 4	7:55 AM - 9:24 AM (89) Period 4, 1	7:55 AM - 9:24 AM (89) Period 1, 4	7:55 AM - 9:24 AM (89) Period 4, 1	7:55 AM - 9:24 AM (89) Period 1, 4
9:24 AM - 9:29 AM (5) Passing	9:24 AM - 9:29 AM (5) Passing	9:24 AM - 9:29 AM (5) Passing	9:24 AM - 9:29 AM (5) Passing	9:24 AM - 9:29 AM (5) Passing
9:29 AM - 10:58 AM (89) Period 2, 5	9:29 AM - 10:58 AM (89) Period 5, 2	9:29 AM - 10:58 AM (89) Period 2, 5	9:29 AM - 10:58 AM (89) Period 5, 2	9:29 AM - 10:58 AM (89) Period 2, 5
10:58 AM - 11:13 AM (15) Recess	10:58 AM - 11:13 AM (15) Recess	10:58 AM - 11:13 AM (15) Recess	10:58 AM - 11:13 AM (15) Recess	10:58 AM - 11:13 AM (15) Recess
11:13 AM - 11:18 AM (5) Passing	11:13 AM - 11:18 AM (5) Passing	11:13 AM - 11:18 AM (5) Passing	11:13 AM - 11:18 AM (5) Passing	11:13 AM - 11:18 AM (5) Passing
11:18 AM - 12:47 PM (89) Period 3, 6	11:18 AM - 12:47 PM (89) Period 6, 3	11:18 AM - 12:47 PM (89) Period 3, 6	11:18 AM - 12:47 PM (89) Period 6, 3	11:18 AM - 12:47 PM (89) Period 3, 6
12:47 PM - 12:52 PM (5) Passing	12:47 PM - 12:52 PM (5) Passing	12:47 PM - 12:52 PM (5) Passing	12:47 PM - 12:52 PM (5) Passing	12:47 PM - 12:52 PM (5) Passing
12:52 PM - 1:49 PM (57) Study Hall	12:52 PM - 1:52 PM (60) Advisory	12:52 PM - 1:49 PM (57) Study Hall	12:52 PM - 1:52 PM (60) Advisory	12:52 PM - 1:49 PM (57) Study Hall
1:49 PM - 1:54 PM (5) Closing	1:52 PM - 1:57 PM (5) Closing	1:49 PM - 1:54 PM (5) Closing	1:52 PM - 1:57 PM (5) Closing	1:49 PM - 1:54 PM (5) Closing
1:54 PM - 2:55 PM (61) Teacher Prep	1:57 PM - 2:44 PM (47) Meeting	1:54 PM - 2:55 PM (61) Teacher Prep	1:57 PM - 2:44 PM (47) Meeting	1:54 PM - 2:55 PM (61) Teacher Prep

Reason(s) not approved:

- Missing lunch
-



# Relating to School Year and Instructional Time

Submitted by School Schedules Task Force  
Not Approved

Level **High**

53 and 88 min periods: Teachers teach 5 on 6, Floating Prep

Monday - A	Tuesday - A	Wednesday - A	Thursday - B	Friday - B	Reason(s) not approved:
8:00 AM - 8:25 AM (25) Homeroom	8:00 AM - 8:25 AM (25) Homeroom	8:00 AM - 8:25 AM (25) Homeroom	8:00 AM - 8:25 AM (25) Homeroom	8:00 AM - 8:25 AM (25) Homeroom	<ul style="list-style-type: none"> <li>Doesn't meet required time for teacher instructional time, prep time or other time.</li> </ul>
8:25 AM - 9:18 AM (53) Period 1	8:25 AM - 9:18 AM (53) Period 1	8:25 AM - 9:53 AM (88) Period 1	8:25 AM - 8:45 AM (20) Advisory	8:25 AM - 9:18 AM (53) Period 1	
9:18 AM - 9:23 AM (5) Passing	9:18 AM - 9:23 AM (5) Passing	9:53 AM - 10:08 AM (15) Recess	8:45 AM - 8:50 AM (5) Passing	9:18 AM - 9:23 AM (5) Passing	
9:23 AM - 10:16 AM (53) Period 2	9:23 AM - 10:16 AM (53) Period 2	10:08 AM - 10:13 AM (5) Passing	8:50 AM - 10:18 AM (88) Period 4	9:23 AM - 10:16 AM (53) Period 2	
10:16 AM - 10:31 AM (15) Recess	10:16 AM - 10:31 AM (15) Recess	10:13 AM - 11:41 AM (88) Period 2	10:18 AM - 10:33 AM (15) Recess	10:16 AM - 10:31 AM (15) Recess	
10:31 AM - 10:36 AM (5) Passing	10:31 AM - 10:36 AM (5) Passing	11:41 AM - 12:11 PM (30) Lunch	10:33 AM - 10:38 AM (5) Passing	10:31 AM - 10:36 AM (5) Passing	
10:36 AM - 11:29 AM (53) Period 3	10:36 AM - 11:29 AM (53) Period 3	12:11 PM - 12:16 PM (5) Passing	10:38 AM - 12:06 PM (88) Period 5	10:36 AM - 11:29 AM (53) Period 3	
11:29 AM - 11:34 AM (5) Passing	11:29 AM - 11:34 AM (5) Passing	12:16 PM - 1:44 PM (88) Period 3	12:06 PM - 12:57 PM (51) Study Hall	11:29 AM - 11:34 AM (5) Passing	
11:34 AM - 12:27 PM (53) Period 4	11:34 AM - 12:27 PM (53) Period 4	1:44 PM - 3:00 PM (76) Meeting	12:57 PM - 1:27 PM (30) Lunch	11:34 AM - 12:27 PM (53) Period 4	
12:27 PM - 12:57 PM (30) Lunch	12:27 PM - 12:57 PM (30) Lunch		1:27 PM - 1:32 PM (5) Passing	12:27 PM - 12:57 PM (30) Lunch	
12:57 PM - 1:02 PM (5) Passing	12:57 PM - 1:02 PM (5) Passing		1:32 PM - 8:00 PM (88) Period 6	12:57 PM - 1:02 PM (5) Passing	
1:02 PM - 1:55 PM (53) Period 5	1:02 PM - 1:55 PM (53) Period 5			1:02 PM - 1:55 PM (53) Period 5	
1:55 PM - 2:00 PM (5) Passing	1:55 PM - 2:00 PM (5) Passing			1:55 PM - 2:00 PM (5) Passing	
2:00 PM - 2:58 PM (53) Period 6	2:00 PM - 2:58 PM (53) Period 6			2:00 PM - 2:58 PM (53) Period 6	

# Relating to School Year and Instructional Time

Submitted by School Schedules Task Force  
Not Approved

Level High

## 4x4 Block; 3 on 4 floating prep

Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 AM - 9:14 AM (74) Period 1	8:00 AM - 9:14 AM (74) Period 1	8:00 AM - 9:14 AM (74) Period 1	8:00 AM - 9:14 AM (74) Period 1	8:00 AM - 9:14 AM (74) Period 1	Reason(s) not approved: <ul style="list-style-type: none"> <li>• No lunch</li> <li>• Does not meet required teacher instructional time and has significant extra prep time.</li> </ul>
9:14 AM - 9:19 AM (5) Passing	9:14 AM - 9:19 AM (5) Passing	9:14 AM - 9:19 AM (5) Passing	9:14 AM - 9:19 AM (5) Passing	9:14 AM - 9:19 AM (5) Passing	
9:19 AM - 10:33 AM (74) Period 2	9:19 AM - 10:33 AM (74) Period 2	9:19 AM - 10:33 AM (74) Period 2	9:19 AM - 10:33 AM (74) Period 2	9:19 AM - 10:33 AM (74) Period 2	
10:33 AM - 10:48 AM (15) Recess	10:33 AM - 10:38 AM (5) Passing	10:33 AM - 10:38 AM (5) Passing	10:33 AM - 10:48 AM (15) Recess	10:33 AM - 10:48 AM (15) Recess	
10:48 AM - 10:53 AM (5) Passing	10:38 AM - 11:13 AM (85) Advisory	10:38 AM - 11:13 AM (85) Advisory	10:48 AM - 10:53 AM (5) Passing	10:48 AM - 10:53 AM (5) Passing	
10:53 AM - 12:07 PM (74) Period 3	11:13 AM - 11:28 AM (15) Recess	11:13 AM - 11:28 AM (15) Recess	10:53 AM - 12:07 PM (74) Period 3	10:53 AM - 12:07 PM (74) Period 3	
12:07 PM - 12:12 PM (5) Passing	11:28 AM - 11:33 AM (5) Passing	11:28 AM - 11:33 AM (5) Passing	12:07 PM - 12:12 PM (5) Passing	12:07 PM - 12:12 PM (5) Passing	
12:12 PM - 1:26 PM (74) Period 4	11:33 AM - 12:07 PM (74) Period 3	11:33 AM - 12:07 PM (74) Period 3	12:12 PM - 1:26 PM (74) Period 4	12:12 PM - 1:26 PM (74) Period 4	
1:26 PM - 1:31 PM (5) Closing	12:47 PM - 12:52 PM (5) Passing	12:47 PM - 12:52 PM (5) Passing	1:26 PM - 1:31 PM (5) Closing	1:26 PM - 1:31 PM (5) Closing	
1:31 PM - 2:30 PM (54) Meeting	12:52 PM - 2:06 PM (74) Period 4	12:52 PM - 2:06 PM (74) Period 4	1:31 PM - 2:25 PM (54) Meeting	1:31 PM - 2:30 PM (59) Study Hall	
	2:06 PM - 2:11 PM (5) Closing	2:06 PM - 2:11 PM (5) Closing			
	2:11 PM - 2:50 PM (39) Meeting	2:11 PM - 2:50 PM (39) Meeting			



# Relating to School Year and Instructional Time

Submitted by Melanie Bailey  
Not Approved

Level **Secondary**

ELEMENTARY SCHOOL-815 HOURS/YEAR - 1525 MINUTES A WEEK INSTRUCTION  
TEACHER WEEK

STUDENT WEEK		TEACHER WEEK										
	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	110 MIN BLOCK INSTRUCTI ON	95 MIN BLOCK INSTRUCTI ON	95 MIN BLOCK INSTRUCTI ON	95 MIN BLOCK INSTRUCTI ON	95 MIN BLOCK INSTRUCTI ON	95 MIN BLOCK INSTRUCTI ON
HOUR 1	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
HOUR 2	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON	100 MINUTE BLOCK INSTRUCTI ON
HOUR 3	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
HOUR 4	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON	105 MINUTE BLOCK INSTRUCTI ON
HOUR 5	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON	80 MIN BLOCK INSTRUCTI ON
HOUR 6	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING
HOUR 7	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP

Reason(s) not approved:

- Less than 7 hour workday
- Cannot account for "other time"

STUDENT INSTRUCTION	1530	(Goal 1525)
TEACHER INSTRUCTION	1415	(Contract 1415)
PREPARATION	225	(Contract 225)
LUNCH 20	150	(Contract 150)
MISCELLANEOUS	310	(Contract 310)



# Relating to School Year and Instructional Time

Submitted by Melanie Bailey  
Not Approved

Level      Secondary

**6 CREDITS - SECONDARY SCHOOL-980 HOURS/YEAR - 1860 MINUTES A WEEK INSTRUCTION**  
STUDENT WEEK      **TEACHER WEEK**

85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5
85 MIN PERIOD 2	85 MIN PERIOD 4	85 MIN PERIOD 6	85 MIN PERIOD 2	85 MIN PERIOD 4	85 MIN PERIOD 6	85 MIN PERIOD 2	85 MIN PERIOD 4	85 MIN PERIOD 6	85 MIN PERIOD 2	85 MIN PERIOD 4	85 MIN PERIOD 6
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1
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25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY
85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5	85 MIN PERIOD 1	85 MIN PERIOD 3	85 MIN PERIOD 5
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25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY	25 MIN ADVISORY
60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY	60 MIN ADVISORY
145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC	145 MIN COLLABOR ATTION / MISC

Reason(s) not approved:

- Short on teacher instructional time and other time.

TEACHER	INSTRUCTION	1275	(Contract 1285)
TEACHER	PREPARATION	255	(Contract 225)
TEACHER	LUNCH 2.1	150	(Contract 150)
TEACHER	MISCELLANEOUS	420	(Contract 440-see Prep))

\*Teachers teach 5 of 6 classes  
 \*Teachers prep during floating class  
 \*Teachers collaboration/meetings 145 min (Contract 40)

STUDENT	INSTRUCTION	1080	(Goal 1050)
STUDENT	*255 min classroom instruction per week/per class		
STUDENT	*160 min/week advisory/support time		







# Relating to School Year and Instructional Time

Submitted by Melanie Bailey  
Not Approved

Level **Secondary**

8 CREDITS - SECONDARY SCHOOL-990 HOURS/YEAR - 1650 MINUTES A WEEK INSTRUCTION

STUDENT WEEK

TEACHER WEEK

STUDENT WEEK		TEACHER WEEK	
HOUR 1	HOUR 2	HOUR 3	HOUR 4
90 MIN PERIOD 1 8 9:30	90 MIN PERIOD 1 8 9:30	90 MIN PERIOD 1 8 9:30	90 MIN PERIOD 1 8 9:30
75 MIN CLASS 1 8-9:15	75 MIN CLASS 1 8-9:15	75 MIN CLASS 1 8-9:15	75 MIN CLASS 1 8-9:15
RECESS	RECESS	RECESS	RECESS
90 MIN PERIOD 2 9:45-11:15	90 MIN PERIOD 2 9:45-11:15	90 MIN PERIOD 2 9:45-11:15	90 MIN PERIOD 2 9:45-11:15
75 MIN CLASS 2 9:20-10:35	75 MIN CLASS 2 9:20-10:35	75 MIN CLASS 2 9:20-10:35	75 MIN CLASS 2 9:20-10:35
RECESS	RECESS	RECESS	RECESS
LUNCH	LUNCH	LUNCH	LUNCH
90 MIN PERIOD 3 11:45-1:15	90 MIN PERIOD 3 11:45-1:15	90 MIN PERIOD 3 11:45-1:15	90 MIN PERIOD 3 11:45-1:15
75 MIN CLASS 3 10:50-12:05	75 MIN CLASS 3 10:50-12:05	75 MIN CLASS 3 10:50-12:05	75 MIN CLASS 3 10:50-12:05
RECESS	RECESS	RECESS	RECESS
90 MIN PERIOD 4 1:30-3	90 MIN PERIOD 4 1:30-3	90 MIN PERIOD 4 1:30-3	90 MIN PERIOD 4 1:30-3
75 MIN CLASS 4 12:35-1:50	75 MIN CLASS 4 12:35-1:50	75 MIN CLASS 4 12:35-1:50	75 MIN CLASS 4 12:35-1:50
MEETINGS 8am-3pm	MEETINGS 8am-3pm	MEETINGS 8am-3pm	MEETINGS 8am-3pm

Reason(s) not approved:

- Does not meet requirements for teacher instructional minutes or preparation time

STUDENT

INSTRUCTION 1650 (Goal 1650)

\*420 min classroom instruction per week/per class

TEACHER 3

INSTRUCTION 1200 (Contract 1285)

PREPARATION 420 (Contract 225)

COLLABORATION 140