

Date of Hearing: April 14, 2008

Committees: House Education, Labor
& Public Employment

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: S.C.R No. 72, S.D.1, Requesting that the Department of Education Conduct a Feasibility Study to Examine Various Impacts of a Longer School Day and Increasing the Number of Days in the School Year on Kindergarten through Grade Twelve Students.

Purpose: The Department of Education is requested to conduct a feasibility study to:

- (1) Determine whether an extension of the school day, designed to provide increased academic and socio-cultural opportunities for students in kindergarten through grade twelve, is an affordable and sound investment for the State; and
- (2) Examine the benefits and detriments involved in increasing the number of days of instruction in the current school year.

The Department of Education is also requested to include in the report:

- (1) Information regarding the average number of classroom hours and instruction days for a student in Hawaii, in the nation, and in industrialized nations whose academic performance exceeds that of the United States;

- (2) An examination of the financial cost to districts and states that have an extended school day;
- (3) Information about the content offerings of extended school day programs;
- (4) Information on what could be learned by the students during the additional days of instruction;
- (5) Potential schedules for extending the days of instruction in the school year;
- (6) A breakdown of the number of hours of learning involved in an increased schedule; and
- (7) The fiscal and non-fiscal impacts on the State, the Department of Education, the teachers and support staff, and the students and their families.

Department's Position:

For the record, the Department of Education (Department) submitted testimony in support of S.C.R. No. 72, not in opposition as stated in the Senate Standing Committee's Report No. 3169.

The Department supports S.C.R. No. 72, S.D. 1 and recognizes the exigent need to re-assess the appropriate level of instructional time allotted and the proper learning environments offered within the school day. We further agree that such conclusions or inferences should attempt to take into account not only direct costs in immediate financial

terms, but also long-term economic costs to our State due to opportunities lost, incarceration, etc. Similarly, the Department acknowledges the need to examine carefully the benefits, costs, and impact on students, families, and communities in any decision to extend the school year.

We concur with the fact-finding approach. A well-designed and executed feasibility study examining both a longer school day and an extended school year would no doubt help frame future policy discussions related to recommending appropriate changes to the school schedule and annual school calendar given today's societal and economic needs. To ensure that the findings from such a study are construed as credible, it would need to be carefully developed and conducted by an independent and well-respected research organization, however it would incur costs that have not been budgeted nor appropriated.

Thank you for the opportunity to testify in support of this measure.

TESTIMONY for SCR 72, SD1

TO: House Education Committee
FROM: Hawaii Association for Health, Physical Education, Recreation
and Dance (HAHPERD)
RE: SCR 72, SD1 Resollution
DATE: April 14, 2008, 2pm, Room 329

Testimony for SCR 72, SD1, Requesting that the Department of Education Conduct A Feasibility Study to Examine Various Impacts of a Longer School Day and Increasing The Number of School Days in the School Year on Kindergarten through Grade Twelve Students.

POSITION: HAHPERD supports the intent of SCR, SD1and suggests amending lines 40-42 to include the addition of Physical Education as one of the parts of the curriculum that can enhance learning.

The federal mandate of No Child Left Behind has eliminated Physical Education from the core curriculum in the schools, leaving it on the back burners of education, and thereby compounding and adding to the obesity problem of the state of Hawaii and the nation.

A longer school day would allow the inclusion of what should be recognized as the most important curricula of all education, Physical Education; for without one's health what good is all of the academic learning if the body is unable to function in a healthy and vibrant state of wellness. With the extended school day, students in the elementary schools would receive a minimum of 150 minutes of quality Physical Education each week, and middle school students likewise would receive 225 minutes of instruction of a quality program of physical education in the week. These time standards are based on national guidelines from the National Association for Sport and Physical Education (NASPE), an association under the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the elite parent organization of HAHPERD.

Not only would an extended school day allow for the inclusion of regular physical education each week, but also ensure the follow-up of art and music in the school curriculum.

HAHPERD urges the House Education Committee to support SCR 72, SD1 and allow the Department of Education to seriously look at increasing the number of school days in the school year for grades K to 12 in order to include quality Physical Education of 150 minutes in the elementary schools and 225 minutes in the middle schools.

Respectfully Submitted,

Donna Chun
HAHPERD President

**Testimony for SCR 72, SD1, Requesting That The Department of Education
Conduct a Feasibility Study To Examine Various Impacts Of A Longer School
Day And Increasing The Number of School Days In The School Year On
Kindergarten Through Grade Twelve Students**

The American Heart Association supports the intent of SCR 72, SD1.

A national and a local priority for the American Heart Association is to insure that quality physical education is provided to school students. With childhood obesity at epidemic levels, a comprehensive approach is needed to address the issue. A key piece to that comprehensive approach is to insure that elementary school students receive a minimum of 150 minutes of quality physical education each week, and that middle school students receive a minimum of 225 minutes of quality PE a week. This will insure that our young generation has the tools and the motivation to maintain their health and fitness throughout their lives. Insuring that our future generations maintain their fitness is key to the economic health of our state since so much of the healthcare burden is absorbed by its businesses.

In addition, there is a growing body of science that states that increasing quality physical education can result in improved test scores and improvements in student's personal esteem, and help to reduce classroom disruptions.

The American Heart Association has been among the community leaders advocating for expanded quality PE in Hawaii's public schools. However, its efforts have been thwarted by a variety of issues affecting schools, among them the short length of the Hawaii school day and pressures to focus the limited time available on core curriculum.

The American Heart Association suggests that SCR 72, SD1, page 2, lines 40-42 be amended to include physical education, in addition to physical activity, as one of the parts of curriculum that can enhance learning. Any expansion of the Hawaii school day should include inclusion and/or expansion of quality physical education for our keiki.

Respectfully submitted,

Donald B. Weisman
Hawaii Communications and Marketing/Government Affairs Director