

HB2486 HD2

Date: 03/15/2010

Committee: Senate Education and Housing
Senate Labor

Department: Education

Person Testifying: Kathryn S. Matayoshi, Interim Superintendent of Education

Title of Bill: HB 2486, HD 2 (HSCR 580-10) Relating to Education

Purpose of Bill: Establishes a minimum number of instructional hours per school year for each grade beginning with the 2011-2012 school year. Effective July 1, 2020. (HB2486, HD2)

Department's Position: The Department of Education supports HB 2486, HD 2 with its focus on the importance of teaching and learning. The priority now is to restore the furlough days for the remainder of this school year and next, before increasing the number of instructional hours in the school year being proposed in this Bill. Consideration must be given to the cost and other resource implications associated with increasing the number of instructional hours in the school year. Additionally, successful implementation of standards-based education is correlated with the quality of teaching and learning rather than the quantity of instruction. Major cost implications are related to the terms and conditions of employment through collective bargaining, facilities use, and before and after school instructional supports for students. Although increasing the minimum number of instructional days and instructional hours for students may be provided through legislation, doing so will most likely require negotiations with various bargaining units regarding compensation.

Linda Lingle
Governor



Vanelle Maunalei Love
Executive Director

Charter School Administrative Office

1111 Bishop Street, Suite 516
Honolulu, Hawaii 96813
Tel: 586-3775 Fax: 586-3776

FOR: HB2486 HD2, Relating to Education
DATE: Monday, March 15, 2010
TIME: 1:15 p.m.
COMMITTEE(S): Committee on Education and Housing and Committee on Labor
ROOM: Conference Room 225
FROM: Maunalei Love, Executive Director

Comments on H.B. No. 2486 H.D. No. 2 and **Request for Amendment**

Chairs Sakamoto and Takamine, Vice Chairs Kidani and Taniguchi, and Members of the Committees:

Aloha,

I am Maunalei Love, executive director of the Hawaii Charter School Administrative Office (“CSAO”). I want to thank the chairs and both committees for the time and effort being spent to remedy the issue of adequately providing needed resources to all public schools. The CSAO supports providing all of Hawaii’s students the educational opportunities that will enable them to succeed.

While we support the intent of this bill to provide Hawaii’s public school students with the best education possible by ensuring the instructional hours delivered, this approach would inhibit the autonomous ability of charter schools in providing instruction. This bill is problematic because there is no real definition of “instructional hours” and some charter curricula (e.g. under project based instruction) will never be easily reduced to instructional hours, whatever the definition. For this reason, **we request that this bill be amended to exclude charter schools from the mandates of this bill.**

Thank you for this opportunity to testify.



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Wil Okabe
President

Karolyn Mossman
Vice President

Joan Kamila Lewis
Secretary-Treasurer

Jim Williams
Interim Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEES ON
EDUCATION & HOUSING AND LABOR

RE: HB 2486, HD2 – RELATING TO EDUCATION.

Monday, March 15, 2010

WIL OKABE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Sakamoto, Chair Takamine, and Members of the Committees:

The Hawaii State Teachers Association offers the following comments on HB 2486, HD2:

- We believe that the Board of Education should set the minimum number of instructional days for students.
- We also believe that the legislature has the discretion to set the boundaries for collective bargaining as long as those boundaries do not infringe upon the constitutional rights of public employees to negotiate the core subjects of wages, hours and other conditions of employment. Article VI of the Unit 5 agreement contains a provision which sets the instructional minutes for teachers. The subject matter has been negotiated since the inception of collective bargaining.
- Like the HSTA, the State's Office of Collective Bargaining has raised concerns about the collective bargaining implications of this bill. The Attorney General's Office has also raised concerns about a similar bill requiring all public schools to implement a 190-day instructional year.
- Finally, increasing the number of instructional days would require additional funding at a time when there is not enough money for the current 180-day instructional school year.

Thank you for this opportunity to testify.



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The Twenty-Fifth Legislature, State of Hawaii
Hawaii State Senate
Committee on Education & Housing
And
Committee on Labor
Testimony by
Hawaii Government Employees Association
March 15, 2010

H.B. 2486 H.D. 2 – RELATING TO EDUCATION

The Hawaii Government Employees' Association, AFSCME Local 152, AFL-CIO supports the intent of H.B. 2486 H.D.2.

If the legislature decides to statutorily require a minimum number of instructional hours in the public school system beginning with the 2011-2012 school year, we are prepared to discuss this matter in negotiations. While the number of instructional days has been determined by the Board of Education, seven additional instructional days were added to the school year during the tenure of Governor Cayetano. This was done through collective bargaining. We respectfully remind the legislature that matters related to wages, hour and working conditions are negotiable with the exclusive representatives.

We appreciate the opportunity to testify in support of H.B. 2486 H.D.1.

Respectfully submitted,

Leiomalama Desha
Executive Assistant



Monday, March 15, 2010
1:15 p.m.
Conference Room 225

TESTIMONY TO
THE SENATE COMMITTEE ON EDUCATION AND HOUSING
AND COMMITTEE ON LABOR

RE: HB 2486, HD2 – Relating to Education

Chairs Sakamoto and Takamine; Vice Chairs Kidani and Taniguchi; and Members of the Committees:

My name is Robert Witt and I am executive director of the Hawaii Association of Independent Schools (HAIS), which represents 99 private and independent schools in Hawaii and educates over 33,000 students statewide.

The Association is in strong support of House Bill 2486, HD2 – Relating to Education which establishes a minimum number of instructional hours per school year for each grade.

HAIS believes that the interest and education of Hawaii's children should be our first priority. Today's students are expected to know more, to meet higher standards, and to achieve proficiency in higher level skills so they can flourish in a highly competitive economic global marketplace. It is an economic imperative that we increase the number of instructional hours per school year for each grade to promote the achievement and attainment of Hawaii public school students sufficient for success in college, career and citizenship in the 21st century.

We participated last session with the House and Senate Committees on Education, in collaboration with the Ho'okako'o Corporation, in dialogue that produced SCR 52, SD 1 requesting a report on **Extended Learning Time** (ELT) from Ho'okako'o prior to the beginning of this session. In January, just prior to the opening of this session, many members of the House of Representatives and the Senate gathered to hear the oral version of that report, which provides evidence in support of this measure.

Additionally, in February 2009 Lynn Fallin and I published an OpEd in the *Honolulu Advertiser*, **The Time Has Come**, in which we noted that the concept of Extended Learning Time requires the complete redesign of a school's educational program: ELT increases the time invested on instruction, and combines academics with enrichment for

a robust and well-rounded student experience. ELT also supports teachers by providing more time for planning, training and professional development.

There is plenty of compelling data confirming the effectiveness of ELT. The MASS2020 Initiative 2008 Annual Report highlights improvements at one school which implemented ELT:

Additional time for literacy instruction is showing its effect: in 2006, only 57% of the 4th graders at Hiatt were proficient or advanced in English language arts. Two years later, this same cohort of students had 82% of students scoring proficient or above.

Along with “reclaiming” a school year with at least 180 days for the students of Hawaii’s public schools as soon as possible, and then setting our sights on a 190-day school year and ultimately a 200-day school year, we **MUST** also increase the amount of instructional time in each school day.

It is the position of this association, supported by Susan Essoyan’s *Star-Bulletin* essay in November 2009, that the length of the instructional day in Hawaii’s public schools is among the shortest in the nation.

Just looking at the conventional standard of 900 hours a year, which has been foundational to American public and private education for decades, we appear to have in many of our schools fewer than 750 instructional hours per year.

This is most likely not only a lowering of standards. It appears to represent an urgent and distressing issue of social justice; the children most in need of a good public education will be those most harmed by fewer instructional hours. These children may be “left behind” irretrievably.

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

Wednesday, March 15, 2010
1:15 p.m.
Conference Room 225

TESTIMONY TO
THE SENATE COMMITTEE ON EDUCATION AND HOUSING
AND
THE SENATE COMMITTEE ON LABOR

To: Senator Norman Sakamoto, Chair, Senate Committee on Education and Housing
Senator Michelle Kidani, Vice Chair, Senate Committee on Education and Housing
Senator Dwight Takamine, Chair, Senate Committee on Labor
Senator Brian Taniguchi, Vice Chair, Senate Committee on Labor
Members of the Committee on Education and Housing and the Committee on Labor

From: Lynn Fallin, Executive Director
Ho`okāko`o Corporation(HC)

RE: HB 2486 HD2 – Relating to Education

The Ho`okāko`o Corporation supports the intent of House Bill 2486 HD2 – Relating to Education which is intended to establish a minimum number of instructional hours per school for each grade beginning with the 2011-2012 school year.

The 2009 Hawaii state legislature passed SCR 52 SD1 requesting that HC and the DOE collaborate on Expanded Learning Time (ELT) and submit a report to the 2010 and 2011 legislature. The HC report to the 2010 legislature describes the progress made on ELT locally and nationally in states like Massachusetts for students to spend more time in school in instructional and co-curricular activities. When done right, ELT requires the complete redesign of a school's educational program including increasing the time invested on instruction and combining academics with enrichment for a robust and well-rounded student experience. ELT also supports teachers by providing more time for planning, training and professional development. See attachment 1 and 2.

Research in the report by the National Center on Time and Learning (NCTL)/Massachusetts 2020 compares effective charter schools and traditional DOE schools and the amount of time students enrolled in successful high achieving charter schools spend in school. Successful charter schools such as KIPP, Uncommon and Achievement First require students to spend somewhere between 1560 -1685 hours in school in comparison to about 1170 hours in traditional DOE schools. See attachment 3.

The state of Massachusetts is implementing expanded learning time (ELT) in traditional DOE public schools with an average increase of about 30% in expanded learning time (ELT) in eligible DOE schools or about 1400 hours. The results in improvements in student learning and achievement are very, very promising. See attachment 4.

We should support ELT for Hawaii's students whose education should be our highest priority! Today's students are expected to know more, to meet higher standards, and to achieve proficiency in higher level skills so they can flourish in a highly competitive economic global marketplace. It is an economic imperative that we increase the number of instructional hours per school year for each grade to promote the achievement and attainment of Hawaii public school students sufficient for success in college, career and citizenship in the 21st century.

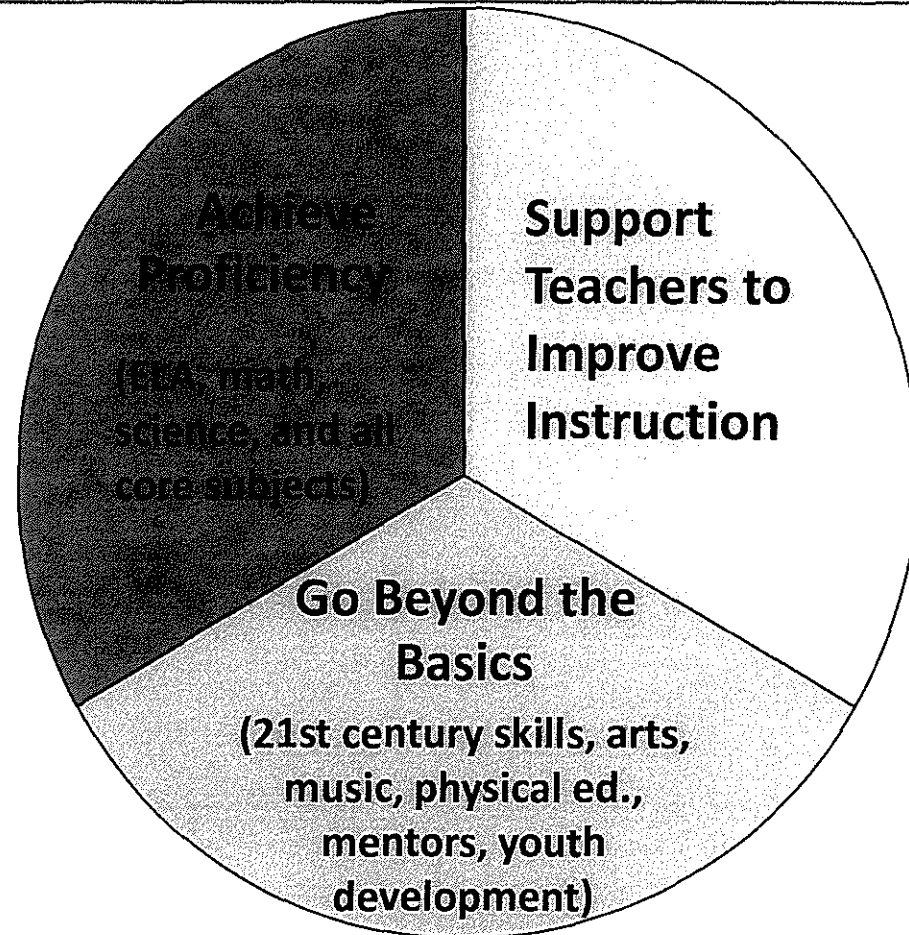
Hawaii has a great opportunity with the Race to the Top funding and the reauthorization of ESEA to maximize ELT because the Obama Administration is advocating for an increase in learning time thru ELT.

Thank you for the opportunity to testify on this measure.

Please review attachments.

Consensus Growing on the Need for More Time “Used Well”

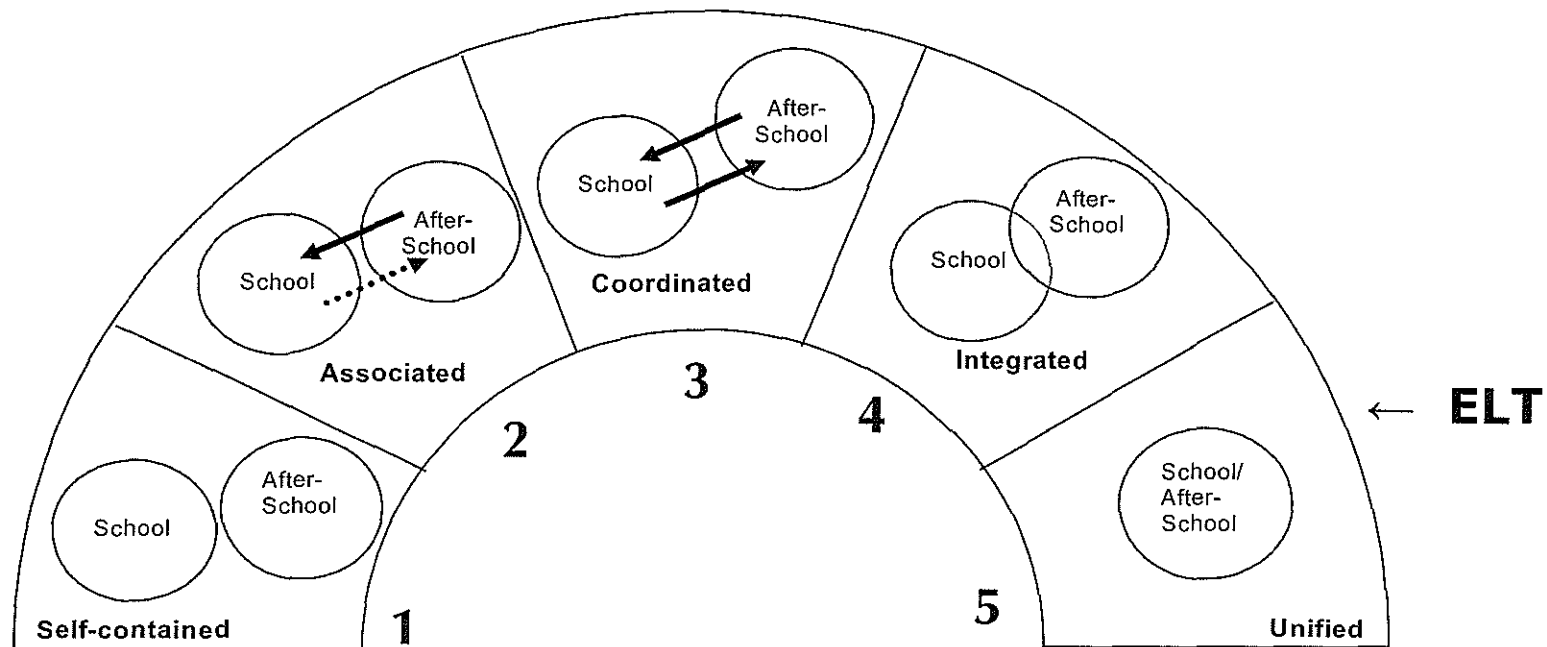
A school calendar of 180, 6½-hour days is not enough time to:



“We can no longer afford an academic calendar designed when America was a nation of farmers... That calendar may have once made sense, but today, it puts us at a competitive disadvantage.”

- President Barack Obama, March 9, 2009

Transitioning from After-School to a Redesigned School Day



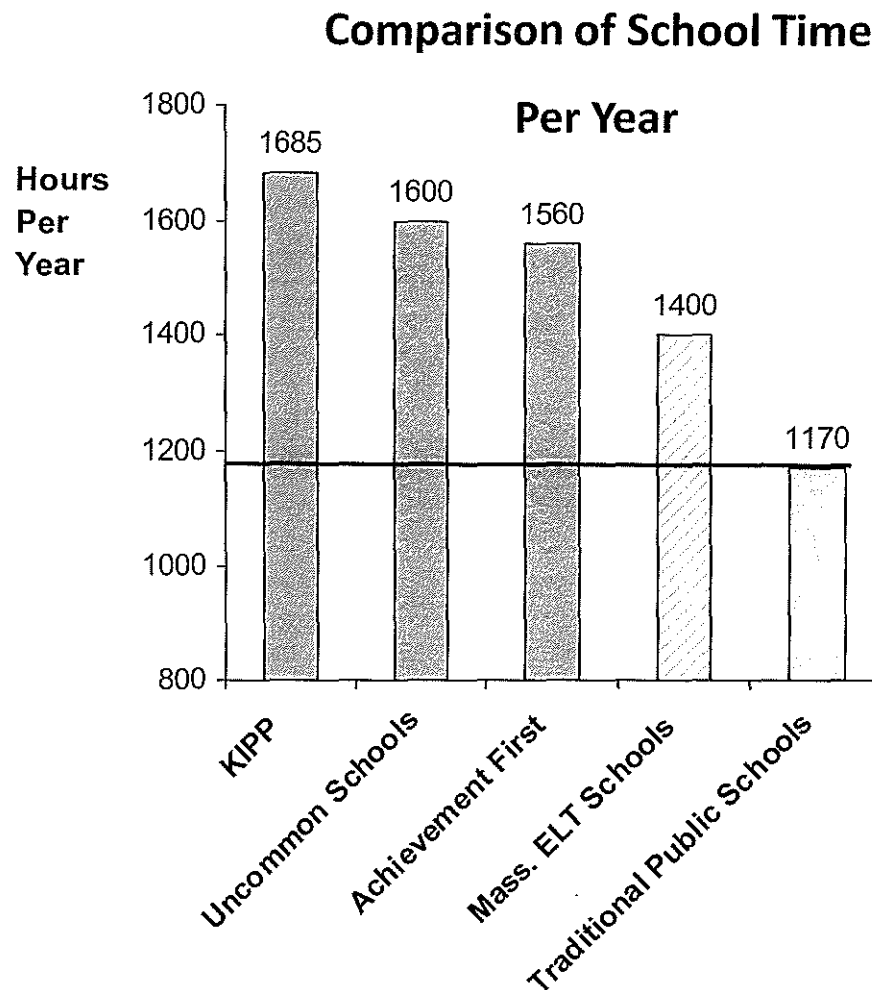
Source: Program for Afterschool Education and Research, Harvard, 2002

Three of the Most Successful Charter School Networks in the U.S. Consider “More Time” a Core Design Element

- KIPP Academy**
 82 Schools in 19 states and the District of Columbia serving 20,000 students
- Achievement First**
 15 Schools serving 3,700 students in CT and NY (e.g. Amistad Academy, New Haven)
- Uncommon Schools**
 11 Schools serving 10,000 low-income students in NY and NJ (e.g. North Star Academy, Newark)

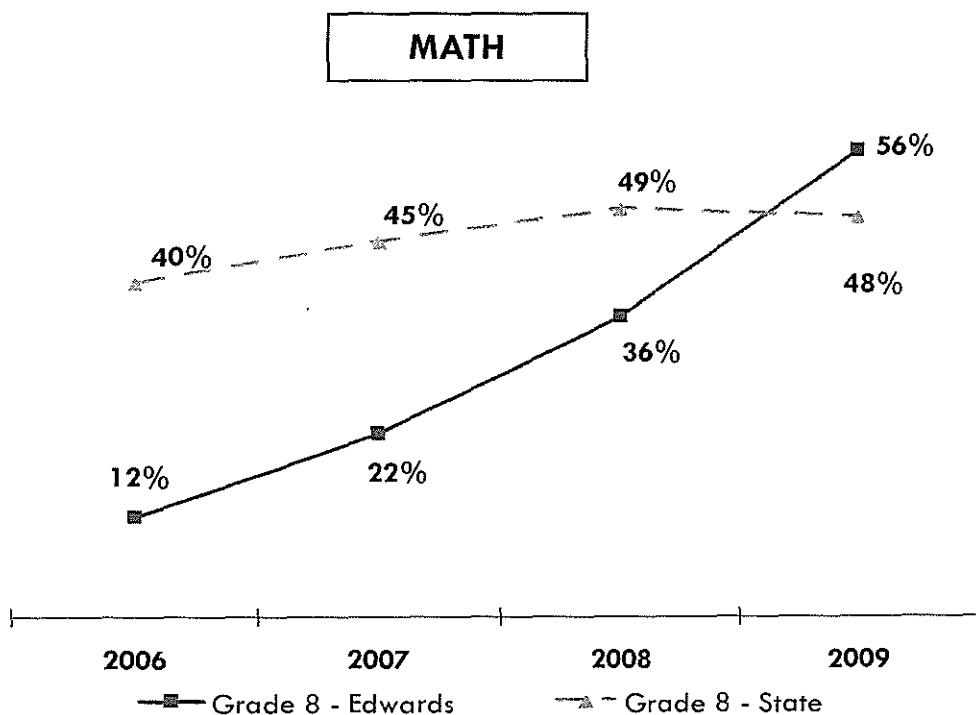
Massachusetts ELT Schools

22 schools in MA serving more than 12,000 students

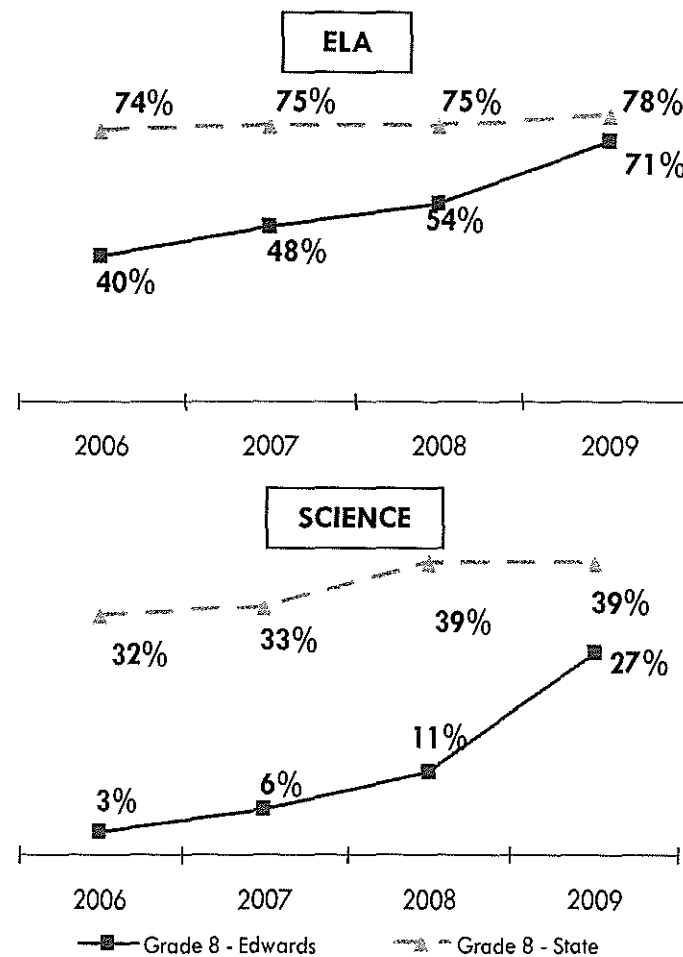


Closing the Achievement Gap at the Edwards Middle School

In Math, 8th grade students now have overtaken the state in the percent of students achieving proficiency



In ELA and Science, 8th grade students have dramatically narrowed the achievement gap with the state





S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

March 15, 2010

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Mr. Steve Laracuenta, *Vice
Chair*

Ms. Brendelyn Ancheta
Ms. Sue Brown
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Phyllis DeKok
Ms. Mary Ellis
Ms. Debra Farmer
Ms. Gabriele Finn
Ms. Martha Guinan
Mr. Henry Hashimoto
Dr. Martin Hirsch
Ms. Tami Ho
Ms. Barbara Ioli
Ms. Shanelle Lum
Ms. Rachel Matsunobu
Ms. Kristy Nishimura
Ms. Connie Perry
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Dr. Patricia Sheehey
Mr. August Suehiro
Ms. Judy Tonda
Ms. Cari White
Ms. Jasmine Williams
Mr. Duane Yee
Mr. Shawn Yoshimoto

Jan Tateishi, Staff
Susan Rocco, Staff

Senator Norman Sakamoto, Chair
Senate Committee on Education and Housing
Senator Dwight Y. Takamine, Chair
Senate Committee on Labor
State Capitol
Honolulu, HI 96813

RE: HB 2486 HD2 - RELATING TO EDUCATION

Dear Chairs Sakamoto and Takamine and Members of the Committees,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **strongly supports the intent** of HB 2486 HD2 which aims to increase the amount of quality time students spend in the classroom by establishing a minimum number of hours for the school year.

This bill is particularly ambitious in that it would require high school students to receive more instructional time than most other states-- the equivalent of seven hours a day over 180 instructional days. Like Colorado, Idaho, Indiana and Wisconsin, this bill offers more instructional time for secondary students than elementary grade students as a means to improve post secondary outcomes.

Currently Hawaii is one of only a handful of states that does not set a minimum of instructional time statutorily, but rather relies on collective bargaining with the Hawaii State Teachers Association. It has been well publicized that the imposition of 17 furlough days for SY 09-10 and SY 10-11 gives Hawaii the shortest instructional year in the nation. According to the Education Commission of the States, Hawaii also has one of the shortest school days in the country. This reality is counter to the direction taken by the U.S. Department of Education of encouraging states to increase learning time for students by offering financial incentives.

Students with disabilities typically underperform their non-disabled peers on student achievement tests. SEAC believes they would realize greater educational benefit and have a better opportunity to close the achievement



Testimony on HB 2486 HD2

Page 2

March 15, 2010

gap through more quality instructional time, either through the addition of school hours or additional days in the school year.

Having said this, SEAC is well aware of the State's financial crisis and recognizes the difficulty of funding additional classroom instruction. It may be necessary to phase in additional instructional time. What policymakers and educators can do now is to try to optimize the instructional opportunities our students have today and to ensure that teachers have the skills to utilize evidence-based instructional strategies to address the diverse learning needs of their classrooms.

Thank you for the opportunity to provide testimony on this issue. Should you have any questions, SEAC would be happy to answer them.

Sincerely,

Ivalee Sinclair
Chair



HAWAII TECHNOLOGY ACADEMYSM

Hawaii Public Charter School #551

94-810 Moloalo Street
Waipahu, Hawaii 96797
808-676-5444
808-676-5470 (Fax)

March 15, 2010

Honorable Norman Sakamoto, Chair
Senate Committee on Education and Housing

Honorable Dwight Y. Takamine, Chair
Senate Committee on Labor

Re: HB2486 HD2, Relating to Education - Support with Comments
EDH/LBR – Conference Room 225, March 15, 2010, 1:15 PM

Aloha Chairs Sakamoto and Takamine, Vice Chairs Kidani and Taniguchi and Committee Members:

On behalf of the Hawaii Technology Academy, a public charter school which serves students in Oahu, Kauai, Hawaii Island and parts of Maui, thank you for the opportunity to offer testimony.

We support the intent to establish a minimum number of instructional hours per school year for each grade. However, we ask that the committee consider including clarifying language for charter schools and public schools providing virtual or online education.

HTA provides a hybrid of online learning and offline coursework, which is supervised by certified teachers that meet with students face-to-face at least once a week. HTA documents student instruction and keeps accurate accounting of attendance and participation for coursework and other learning activities.

HTA is one of Hawaii's 31 public charter schools that are part of the state public school system. Like Hawaii Department of Education (DOE) schools, charters comply with federal and state education standards. We support efforts to improve Hawaii's public education system.

Most of all, we endorse changes that create equitable funding and a supportive environment for all DOE and public charter schools to better position Hawaii in competition for U.S. Department of Education Race to the Top (RTT) grants. States with policies in place supporting equitable funding for all public school students are at greater competitive advantage to qualify for RTT and other federal grant programs.

For these reasons, we respectfully urge members to support the passage of this bill with amendments to address virtual education delivery.

Sincerely,

/s/

Jeff Piontek
Head of School

TRANSMITTAL COVER

Testifier: Melanie Bailey, Parent
Jessica Perez-Mesa, Parent

To: SENATE COMMITTEE ON EDUCATION AND HOUSING
REGULAR SESSION OF 2010

Re: HB 2486 RELATING TO EDUCATION

Hearing Date: March 15, 2010 1:15pm

We support this bill with amendments and agree that legislation should be enacted to maintain a minimum number of instructional hours.

Think what a difference an extra hour a day of instructional time would make. If we had 180 school days an extra hour would equal six additional weeks of school. In addition, this extra learning comes at minimum expense. Adding an additional hour does not require extra transportation, meal preparation, or payroll for salaried employees.

(One hour a day) * (180 school days) = 180 hours
(180 hours) / (6 hour school day) = 30 days = 6 weeks
Additional Expense: Minimal

Please see the attached survey that shows the length of the Hawaii Public School day is among the shortest in the nation. 80% of U.S. schools spend LESS than Hawaii at \$10,200 per student yet we have less instructional time than any other state in the nation.

We do our teachers a disservice by giving them so little time with their students. Hawaii parents would like to see our children have the same length of instructional time as their counterparts on the mainland. We are looking to our elected representatives to work with the Governor, the Board of Education and the Hawaii State Teachers Association to make this happen.

We would like the bill to be amended as follows (see attachment):

- A commentary regarding the importance of time as a tool in teaching.
- Simplify by using the terms Elementary and Secondary versus by Grades.
- Exclude Charter Schools.
- Add a definition of Instructional Time.

Thank you for your interest in improving Hawaii's public schools. Please contact Melanie Bailey at 277-5121 or Jessica Perez-Mesa at 220-9863 with any questions.

Aloha.

A BILL FOR AN ACT

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. In 2004, Hawaii passed Act 51: Reinventing Education. Part VI: Students, Section 34 reads "Ultimately, all education reform must be driven by the needs of the students. Students are the primary clients served by the public education system and they must be served well by providing them with access to the tools they need to succeed, a nurturing environment, conducive to learning, and supplementary opportunities for growth that facilitate their development."

The tool in this case is time.

Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§302A- Minimum instructional hours per school year. (a) Notwithstanding any other law to the contrary,

the school year shall consist of a minimum number of instructional hours as follows:

(1) Not less than one thousand eighty instructional hours for Elementary School.

(2) Not less than one thousand two hundred sixty instructional hours for Secondary School.

(b) This section shall apply to all elementary, and secondary schools, excluding charter schools, beginning with the 2011-2012 school year."

(c) A Definition of "Instructional Hours"

"Instructional hours" as used here means "time during the school day which is devoted to instruction and activities provided as an integral part of the school program." Instructional time would include, but not be limited to, activities such as testing, counseling, field trips, assemblies, up to 10 hours of parent-teacher conference, early dismissal for emergencies. Instructional time would exclude lunch, recess, homeroom, passing time, faculty, departmental, grade level, and curriculum meetings, professional development or inservice days.

SECTION 2. This Act does not affect rights and duties that matured, penalties that were incurred, and proceedings that were begun before its effective date.

SECTION 3. New statutory material is underscored.

SECTION 4. This Act shall take effect with the 2010-2011 school year.

Report Title:

School Year; Minimum Instructional Hours

Description:

Establishes a minimum number of instructional hours per school year for each grade beginning with the 2011-2012 school year. Effective July 1, 2020. (HB2486 HD2)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

ANALYSIS OF HIGH SCHOOL HOURS ACROSS THE COUNTRY

INSTRUCTIONAL HOURS ACROSS THE NATION:

Hawaii Public Schools all have less than a 6 1/2 hour day.

Less than 6 1/2 hours/day	12%
6 1/2 - 7 hours/day	47%
Greater than 7 hours/day	41%

INSTRUCTIONAL DAYS ACROSS THE NATION:

Hawaii Public Schools at 163 days have 10 days less than the any other State.

Less than 180	25%
180 or more	75%

AVERAGE COST PER STUDENT ACROSS THE NATION:

Hawaii Public Schools average cost per student is \$10,200-\$11,300 yet they have less instructional time than any other state in the nation.

Less than \$10,200 per student	80%
Greater than \$10,200 per student	20%

State	Average Cost Per Student	High School	Hours Students are in Class	Minutes Per Week	Hours Per Week	Hours Per Day	School Days	Phone
Hawaii	10,200-11,300	Baldwin-Maui	7:45am-2:05pm MTRF 7:45am-1:15pm W	1850	30.8	6.2	163-180	
Hawaii	10,200-11,300	Kailua	8:20am-1:50pm MTRF 8:20am-1:20pm W	1660	27.7	5.5	163-180	
Hawaii	10,200-11,300	Roosevelt	8am-2:00pm M 8am-2:20pm TWR 8am-2:40pm F	1900	31.7	6.3	163-180	
Alabama	6,500-7,000	Akron East	8am-3:12pm	2160	36.0	7.2	180	205-372-3787
Alaska	9,300-10,200	Bartlett	7:30am-2pm	1950	32.5	6.5	-	907-742-1814
Arizona	6500	Alhambra	7:45am-2:37pm	2060	34.3	6.9	180	602-764-6022
Arkansas	6500	J.D. Leftwich	7:55am-3:15pm	2200	36.7	7.3	182	479-969-2640
California	8,700-9,300	Abraham Lincoln	8:00am-3:04pm	2120	35.3	7.1	190	323-441-4600
Colorado	7,400-7,800	Boulder	7:30am-3:00pm MTRF 7:30am-2:05pm W	2195	36.6	7.3	173	720-561-2200
Connecticut	11,300-13,000	Amity Regional	7:34am-2:18pm	1880	31.3	6.3	181	203-397-4830
Delaware	8,700-9,300	Alexis I. DuPont	7:40am-2:25pm	2025	33.8	6.8	-	302-552-3700
Florida	7,400-7,800	Alonso Sr	7:24am-3:05pm	2305	38.4	7.7	-	813-356-1525
Georgia	9,300-10,200	Clarke Central	8:35am-2:35pm	1800	30.0	6.0	180	706-357-5200
Idaho	7,800-8,200	Borah	7:50am-2:56pm	2120	35.3	7.1	180	208-854-4370
Illinois	6500	Auburn	9:15am-3:20pm	1825	30.4	6.1	180	815-966-3300
Indiana	-	Arlington	7:30am-2:30pm	2100	35.0	7.0	180	317-226-2345
Iowa	8,200-8,700	Ames	7:50am-3:05pm MTRF 9:15am-3:05pm W	2090	34.8	7.0	180	515-817-0600
Kansas	6,500-7,000	Abilene	7:55am-3:05pm	2150	35.8	7.2	-	785-263-1260
Kentucky	7,400-7,800	Ballard	7:40am-2:20pm	2000	33.3	6.7	180	502-485-8206
Louisiana	7,400-7,800	Alexandria	7:19am-2:34pm	2175	36.3	7.3	174	318-448-8234
Maine	-	Cheverus	8:00am-2:20pm	1900	31.7	6.3	185	207-774-6238
Maryland	10,200-11,300	Atholton	7:20am-2:10	2050	34.2	6.8	186	410-313-7065

State	Average Cost Per Student	High School	Hours Students are in Class	Minutes Per Week	Hours Per Week	Hours Per Day	School Days	Phone
Massachusetts	8,200-8,700	Barnstable	7:25am-2:00pm	1975	32.9	6.6	180	508-790-6445
Michigan	7,000-7,400	Cadillac	8:00am-2:50pm	2050	34.2	6.8	178	231-876-5800
Minnesota	11,300-13,000	Arlington	7:30am-2:00pm	1950	32.5	6.5	175	651-293-6900
Mississippi	7,000-7,400	Callaway	8:20am-3:30pm	2150	35.8	7.2	180	601-987-3535
Missouri	8,200-8,700	Rock Bridge Sr	7:50am-3:00pm	2150	35.8	7.2	176	573-214-3100
Montana	7,000-7,400	Capital	8:00am-2:20pm	1900	31.7	6.3	180	406-324-2500
Nebraska	7,400-7,800	Allen	8:15am-3:35pm	2200	36.7	7.3	180	402-635-2484
Nevada	7,000-7,400	Arbor View	7:00am-1:30pm	1950	32.5	6.5	180	702-799-6660
New Hampshire	9,300-10,200	Belmont	7:25am-2:15pm	2050	34.2	6.8	180	603-267-6525
New Jersey	13,000+	Abraham Clark	8:12am-2:42pm	1950	32.5	6.5	182	908-298-2000
New Mexico	7,000-7,400	Bloomfield	8:24am-3:36pm	2160	36.0	7.2	180	505-634-3400
New York	13,000+	Albany	7:50am-3:50pm	2400	40.0	8.0	180	518-454-3987
North Carolina	9,300-10,200	Alleghany	8:00am-2:55pm	2075	34.6	6.9	180	336-372-4554
North Dakota	10,200-11,300	Burke Central	8:30am-3:25pm	2075	34.6	6.9	173	701-933-2821
Ohio	8,200-8,700	Anderson	7:20am-2:15pm	2075	34.6	6.9	180	513-232-2772
Oklahoma	7,000	Berryhill	8:00am-2:35pm	1975	32.9	6.6	175	918-446-1636
Oregon	7,000-7,400	Corvallis	7:40am-3:10pm	2250	37.5	7.5	177	541-757-5871
Pennsylvania	8,700-9,300	Altoona Area	8:00am-2:55pm	2075	34.6	6.9	180	814-946-8273
Rhode Island	-	Barrington	7:40am-2:11pm	1955	32.6	6.5	180	401-247-3150
South Carolina	7,000	Aiken	8:00am-3:15pm	2175	36.3	7.3	181	803-641-2500
South Dakota	6,500-7,000	Centerville	8:15am-3:20pm	2125	35.4	7.1	176	605-563-2291
Tennessee	8,700-9,300	Alcoa	8:00am-3:00pm	2100	35.0	7.0	180	865-982-4631
Texas	7,800-8,200	Anderson	9:00am-4:15pm	2175	36.3	7.3	175	512-414-2538
Utah	7,500	American Fork	7:45am-1:15pm M 7:45am-2:15pm TWRF	1890	31.5	6.3	180	801-756-8547
Vermont	10,200-11,300	Burlington	8:05am-3:00pm	2075	34.6	6.9	176	802-864-8411
Virginia	10,200-11,300	McLean	7:20am-2:10pm	2050	34.2	6.8	183	703-714-5700
Washington	8,700-9,300	Ballard	8:05am-2:35pm	1950	32.5	6.5	180	206-252-1000
West Virginia	7,800-8,200	Buffalo	8:03am-3:27pm	2220	37.0	7.4	186	304-937-2661
Wisconsin	8,700-9,300	Almond	8:10am-3:20pm	2150	35.8	7.2	180	715-366-2941
Wyoming	11,300-13,000	Central	7:30am-3:28pm MTF 8:00am-3:26pm WR	2326	38.8	7.8	-	307-771-2680
				2186	36.4	7.3		

Average Cost Per Student was from My College Options which does a Board of Education survey annually.

To receive a copy of this information or discuss the findings in more detail please contact jessicaperezmesa@yahoo.com or alohamelaniebailey@yahoo.com

Survey conducted January 2010

ANALYSIS OF ELEMENTARY SCHOOL HOURS ACROSS THE COUNTRY

State	Elementary School	Hours Students are in Class	Minutes Per Week	Hours Per Week	Hours Per Day	Phone
Hawaii	Aikahi	7:55am-2:05pm MTRF 7:55am-12:30pm W	1755	29.3	5.9	808-254-7944
Alabama	North Birmingham	8:00am-3:00pm	2100	35.0	7.0	205-231-3555
Alaska	Abbott Loop	9:00am-3:30pm	1950	32.5	6.5	907-742-5400
Arizona	ACE	7:45am-2:45pm	2100	35.0	7.0	602-257-3911
Arkansas	Springhill	8:00am-3:30pm	2250	37.5	7.5	501-847-5675
California	Adams	9:05am-3:35pm MTRF 9:05am-12:50pm W	1785	29.8	6.0	619-284-1158
Colorado	Denver	7:40am-2:20pm	2000	33.3	6.7	303-853-1410
Connecticut	Andover	8:30am-3:00pm	1950	32.5	6.5	860-742-7339
Delaware	Anna P. Mote	8:50am-3:35pm	2025	33.8	6.8	302-992-5565
Florida	Mamie Agnes	8:30am-3:00pm	1950	32.5	6.5	904-266-1214
Georgia	Ashford Park	7:45am-2:15pm	1950	32.5	6.5	678-676-6702
Idaho	Amity	8:40am-3:15pm	1975	32.9	6.6	208-854-4220
Illinois	Louisa May Alcott	7:55am-1:45pm MWRF 7:55am-2:15pm T Depending on funding, the extension of the school day may change during the school year.	1780	29.7	5.9	773-535-2700
Indiana	Abraham Lincoln Ele	8:50am-3:40pm MTRF 8:50am-3:15pm W	2025	33.8	6.8	317-789-3800
Iowa	Brubaker	8:35am-3:20pm	2025	33.8	6.8	515-242-8405
Kansas	Adams	9:00am-4:10pm	2150	35.8	7.2	316-973-2650
Kentucky	Able	7:45am-2:35pm	2050	34.2	6.8	859-381-4000
Louisiana	Alice N Boucher	8:30am-3:30pm	2100	35.0	7.0	337-234-8351
Maine	Fred P Hall	8:50am-3:00pm MTRF 8:50am-2:00pm W	1790	29.8	6.0	207-874-8205
Maryland	Beall	8:50am-3:05pm	1875	31.3	6.3	301-279-8460
Massachusetts	Alice B. Beal	8:50am-3:30pm	2000	33.3	6.7	413-787-7544
Michigan	Bar Nunn	8:50am-3:30pm	2000	33.3	6.7	307-577-4507
Minnesota	Anderson	7:00am-1:45pm	2025	33.8	6.8	612-668-4200
Mississippi	Baker	7:45am-2:15pm	1950	32.5	6.5	601-371-4327
Missouri	Alfred L Renner	8:45am-3:30pm	2025	33.8	6.8	816-359-4350
Montana	Emerson Elem	8:25am-3:00pm (older kids) 8:25am-2:00pm (younger kids)	1975	32.9	6.6	
Nebraska	Ackerman	8:45am-3:30pm MTRF 8:45am-2:00pm W	1935	32.3	6.5	402-715-8420
Nevada	Aggie Roberts	8:55am-3:16pm	1905	31.8	6.4	702-799-1320
New Hampshire	Bakersville	8:35am-2:35pm	1800	30.0	6.0	603-624-6312
New Jersey	Atlantic Highlands	8:25am-2:45pm	1900	31.7	6.3	732-291-2020
New Mexico	Acoma	9:00am-3:40pm MTRF 9:00am-1:40pm W	1880	31.3	6.3	505-299-3547
New York	Arbor Hill	9:05am-3:35pm	1950	32.5	6.5	518-462-7166
North Carolina	Allenbrook	7:30am-1:45pm	1875	31.3	6.3	980-343-6004
North Dakota	Bennett	8:20am-2:42pm	1910	31.8	6.4	701-446-4000
Ohio	Alpine	9:00am-3:30pm	1950	32.5	6.5	614-365-5359
Oklahoma	Arthur	8:30pm-3:00pm	1950	32.5	6.5	405-685-9553
Oregon	Abernethy	8:45am-3:00pm	1875	31.3	6.3	503-916-6190
Pennsylvania	Lincoln	8:30am-2:50pm	1900	31.7	6.3	661-726-9913
Rhode Island	Narragansett	9:00am-3:30pm	1950	32.5	6.5	401-792-9420
South Carolina	Daniel Island	7:20am-2:20pm	2100	35.0	7.0	843-471-2301
South Dakota	Canyon Lake	8:10am-2:50pm	2000	33.3	6.7	605-394-1817
Tennessee	AB Hill	8:30am-3:15pm	2025	33.8	6.8	901-416-7844
Texas	Anderson Mill	7:45am-2:45pm	2100	35.0	7.0	512-428-3700
Utah	Backman	8:00am-2:40pm MTWR 8:00am-12:20pm F	1860	31.0	6.2	801-578-8100
Vermont	CP Smith	8:10am-2:30pm	1900	31.7	6.3	802-864-8479
Virginia	Bay View	8:55am-3:15pm	1900	31.7	6.3	757-531-3030
Washington	Adams	9:15am-3:20pm	1825	30.4	6.1	206-252-1300
West Virginia	Bonham	8:30am-3:00pm	1950	32.5	6.5	304-348-1912
Wisconsin	Clara Barton	7:45am-2:25pm	2000	33.3	6.7	414-393-3900
Wyoming	Cottonwood	8:45am-3:30pm	2025	33.8	6.8	307-577-6735
AVERAGE			1965	32.7	6.5	

To receive a copy of this information or discuss the findings in more detail please contact
jessicaperezmesa@yahoo.com or alohamelaniebailey@yahoo.com

Survey conducted February 2010

**Senate Committee on Education and Housing
Testimony in Support with Amendments
HB 2486 HD2
Monday, March 15, 2010
1:15 pm Room 225**

Thank you for the opportunity to testify. My name is Kathy Bryant and I'm the Co-President of Aikahi Elementary PTSA in Kailua. I'm testifying in my individual capacity.

Members of our PTSA have been tracking this bill and providing input into the process. We thank the legislature for making this a priority issue and for moving this bill forward. We have not had an opportunity to take action on this bill, so I would like to share some of the proposed amendments for your consideration.

We commend the Senate for taking action on codifying a minimum amount of instructional time for students in Hawaii. In particular, we commend you for making this bill simple and straight forward so that families and students can clearly understand.

My school has a large number of military families who deploy to locations around the country and the world with their families. Our military families are extremely concerned about the education their children receive in each destination and the ability of their children to transition smoothly from location to location. I have provided you with a copy of testimony presented to the US Congress from the National Military Family Association which specifically cites the Hawaii Furlough situation and the concern it has raised at the national level.

Furthermore, I would like to bring to your attention a survey conducted by the ***Trends in International Mathematics and Science Study 2003*** in which they examine the total instructional time and days in various countries. **In the attached slides, please review to slide 1: Instructional Days per country to see that the United States lags behind most countries in the total number of days at an average of 180. However, when looking at slide 2: Instructional Time per Day, students in the United States fair much better.**

Sadly, when calculating instructional time in Hawaii, we have the VERY LEAST at 810 hours compared to the international average of 1,027 and the slightly higher, US average of 1,061 hours. That's 217 hours a year or a difference of 1.2 hours per day!

Research from the National Council on Teacher Quality, also attached, provides a nonpartisan overview of student education days and instructional time. Again, this provides an excellent resource to look across school districts to see that setting a minimum standard at a state level is very common.

As such , I urge you to support this bill, that focuses on a minimum number of instructional hours, and include a definition of instructional time.

I have attached a draft amended bill with these changes for your review.

I thank you for taking action on this bill and encourage to keep working on setting a minimum number of instructional hours. This is a simple, straightforward way of making a huge difference in the education of our children.

Thank you.

Sample Definitions from other State Statutes

Education Commission of the States

“The minimum number of instructional days refers to the actual number of days that pupils have contact with a teacher. It does not include teacher inservice or professional development days.

Instruction time is defined as “time during the school day which is devoted to instruction and activities provided as an integral part of the school program.”

Taken from: “*Number of Instructional Days/Hours in the School Year*”, Jeffrey Tomlinson. Updated July 2004. Education Commission of the States.

www.ecs.org

Washington State

Sections 102 and 103 for definitions and time.

as defined in RCW 28A.155.020

<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/House%20Passed%20Legislature/2261-S.PL.pdf>

Title: H.B. 2261--Section 104--Calendar and Credit Hours

Source: <http://apps.leg.wa.gov>

Instructional Length Statutes

Pennsylvania

§ 51.61. Instructional school day and school year.

(c) Instruction time for pupils shall be the time during the school day which is devoted to instruction and activities provided as an integral part of the school program under the direction of certified school employees. A school shall identify the required starting and ending time of a school day for students and certified staff.

(d) [Reserved].

<http://www.pacode.com/secure/data/022/chapter51/s51.61.html>

Colorado

(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no

event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefor by the board of education of the district.

(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.

<http://www.lpdirect.net/casb/crs/22-32-109.html>

teacher rules, roles and rights

<i>District</i>	<i>teacher required to be on-site beyond the length of the student day? (This does not include time for meetings)</i>	<i>Notes/Citation</i>	<i>How long is the school day for elementary students?</i>	<i>Notes/Citation</i>	<i>How much planning time does an elementary teacher receive?</i>	<i>Notes/Citation</i>	<i>How long is the scheduled workday for teachers? (total time scheduled on-site, including lunch)</i>	<i>Notes/Citation</i>
Alabama - Mobile County Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Alaska - Anchorage School District	60 minutes, with at least 15 minutes before the student day begins and at least 15 minutes after the student day has ended		1-2: 5 hours; 3-6: 5 hours, 30 minutes	The stated school day is exclusive of lunch and recess.	3 hours, 30 minutes per week		6 hours, 30 minutes for elementary teachers; 7 hours for secondary teachers	This workday is based on the students' school day, exclusive of lunch and recess, plus an additional 60 minutes.
Arizona - Mesa Public Schools	30 minutes before the start of the student day and at least 30 minutes after the conclusion of the student day)		issue not addressed in scope of NCTQ reviewed documents		at least 3 hours, 45 minutes per week distributed in blocks of no less than 20 minutes		at least 7hours, 30 minutes, excluding lunch	
Arizona - Tucson Unified School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		at least 60 consecutive minutes per day		7 hours, 30 minutes	
Arkansas - Little Rock Public Schools	35 minutes for elementary teachers, 10 minutes for secondary teachers		issue not addressed in scope of NCTQ reviewed documents		at least 4 hours, 30 minutes per week		issue not addressed in scope of NCTQ reviewed documents	teacher's instructional day not be longer than 5 hours, 36 minutes; the secondary teacher's instructional day may
California - Elk Grove Unified School District	not specified		issue not addressed in scope of NCTQ reviewed documents		3 hours		7 hours, 30 minutes	
California - Fresno Unified School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		45 minutes per day		7 hours	site requirement and is referred to as the "duty day" in agreement; "workday" is stated as 8 hours including duty

California - Long Beach Unified School District	27 minutes	states that teachers shall be present for an additional 60 minutes weekly	issue not addressed in scope of NCTQ reviewed documents		none	is guaranteed although the individual school may arrange the schedule in order	at least 8 hours	at least an 8 hour workday, but includes both on-site and off-site duties. The maximum amount of instructional
California - Los Angeles Unified School District	31 minutes for elementary teachers; 13 minutes for secondary teachers		5 hours, 10 minutes		40 minutes	constitutes the on-site requirement before and after the student day; it does not occur	determined at site level	workday, but includes both on-site and off-site time; specific schedules for teachers are delegated to schools to
California - San Bernardino City Schools	35 minutes		issue not addressed in scope of NCTQ reviewed documents	instructional time for grades 1-3 is 3 hours, 50 minutes; the minimum	50 minutes per week		issue not addressed in scope of NCTQ reviewed documents	
California - San Diego Unified School District	decided by site supervisor		5 hours, 25 minutes	Time requirement is exclusive of lunch.	at least 45 minutes per week		7 hours, 5 minutes	
California - San Francisco Unified School District	15-30 minutes before the start of the student day; the amount of time required at the conclusion of the student day is not addressed	exception at sites where common planning time is built into the	issue not addressed in scope of NCTQ reviewed documents		not specified	the Union recognize the need of elementary school teachers to have	7 hours	day is exclusive of the duty-free lunch period, so the teacher may be scheduled to be on site for 7.5 to 8.0 hours.
California - Santa Ana Unified School District	decided by site administrator		district acknowledges policy which is mandated by state law	references the extended school day outlined in California Education Code	not specified		issue not addressed in scope of NCTQ reviewed documents	
Colorado - Denver Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		at least 40 minutes per day		8 hours	
Colorado - Jefferson County Public Schools, CO	decided at local level		issue not addressed in scope of NCTQ reviewed documents		3 hours, 45 minutes per week in blocks of at least 30 minutes		8 hours	This calculation is based on a 40 hour work week.

Connecticut - Hartford Public Schools	20 minutes	teachers are required to stay 45 minutes beyond the student day	6 hours, 25 minutes		3 hours, 45 minutes per week (based on a monthly average)		6 hours, 45 minutes	The school day is either 6.75 hours or twenty minutes more than the student day, whichever is longer.
Delaware - Christina School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		3 hours, 45 minutes per week		7 hours, 30 minutes	
District of Columbia - District of Columbia Public Schools	of the student day; the amount of time required at the conclusion of the student day is not specified however the contract states that		issue not addressed in scope of NCTQ reviewed documents		at least 3 hours, 45 minutes per week		7 hours, 30 minutes	
Florida - Brevard County School District	issue not addressed in scope of NCTQ reviewed documents		6 hours, 30 minutes		4 hours, 20 minutes per week		8 hours	teachers work a 40 hour week without specifying the number of hours per day on-site.
Florida - Broward County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		1 hour per day in addition to time when students are in 'specials'		7 hours, 30 minutes	
Florida - Dade County School District	sufficient time to offer help to students who need or request it		issue not addressed in scope of NCTQ reviewed documents		5 hours per week		7 hours, 5 minutes for elementary teachers; 7 hours, 20 minutes for secondary teachers	The maximum amount of instructional time per day for secondary teachers is 5 periods.
Florida - Duval County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		40 minutes before the student day in addition to time when students are in 'specials'		7 hours, 20 minutes	
Florida - Hillsborough County School District	issue not addressed in scope of NCTQ reviewed documents		6 hours, 15 minutes		2 hours, 30 minutes per week		7 hours, 40 minutes	states teacher duty day at 7 hr 35 min (7.58 hr), the Salary Schedule bases hourly calculations on 7 hours,

Florida - Orange County School District	decided by Faculty Advisory Committee and school administrator		issue not addressed in scope of NCTQ reviewed documents		60 minutes per day (average), at least 45 minutes must be contiguous		7 hours, 30 minutes	
Florida - Palm Beach County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		either one 45 minute block or two 30 minute blocks per day		7 hours, 30 minutes	The maximum amount of instructional time per day for secondary teachers is 5 periods.
Florida - Pasco County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		4 hours, 10 minutes (four 30 minute blocks on four different days and 130 minutes as time permits throughout the week)		7 hours, 30 minutes	
Florida - Pinellas County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		2 hours per week outside the student day in addition to 30 minutes per day during the student day		7 hours, 30 minutes	for a 7 hour workday on Fridays and days preceeding holidays. The maximum amount of instructional time
Florida - Polk County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		5 hours per week		7 hours, 45 minutes	
Florida - School District of Lee County	issue not addressed in scope of NCTQ reviewed documents		6 hours, 15 minutes		5 hours per week which includes at least 40 minutes per day		7 hours, 30 minutes	
Florida - Seminole County Public Schools	varied to meet local needs	teachers are given 10 minutes prior to the start of the student day for	issue not addressed in scope of NCTQ reviewed documents		40 continuous minutes per day		at least 7 hours, 30 minutes	The 7 hour work day is exclusive of a minimum 30 minute lunch.
Florida - Volusia County Schools	not specified		1-3: at least 4 hours; 5-8: at least 5 hours		1 hour, 5 minutes	planning time is the daily average for the week; teachers receive 35 minutes during	7 hours for elementary teachers; 7 hours, 30 minutes for secondary teachers	

Georgia - Cobb County School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		hours, 30 minutes per week for the purpose of parent conferences, planning conferences, teacher preparation, related school		7 hours, 30 minutes	
Georgia - DeKalb County School System	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		8 hours	This calculation is based on a 40 hour work week.
Georgia - Fulton County Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Georgia - Gwinnett County Public Schools	decided by individual schools' principal or program manager		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		8 hours	This calculation is based on a 40 hour minimum work week.
Hawaii - Hawaii Department of Education	weekly total of 335 minutes for self-contained classes and 465 minutes for departmental classes is used for opening time, closing		issue not addressed in scope of NCTQ reviewed documents		3 hours, 20 minutes per week in blocks of no less than 40 minutes		7 hours	
Idaho - Meridian Joint District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		3 hours, 20 minutes per week in blocks of no less than 30 minutes		7 hours, 30 minutes for elementary teachers; 8 hours for secondary teachers	
Illinois - City of Chicago School District 299	elementary teachers are on-site 30 minutes before the start of the student day which is provided as preparation four times per		issue not addressed in scope of NCTQ reviewed documents		length per week; the union reports that an additional planning period is provided so that teacher receive 7 periods every 2 weeks		7 hours	
Indiana - Indianapolis Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		7 hours, 30 minutes	

Iowa - Des Moines Public Schools	decided by employer		6 hours, 45 minutes		issue not addressed in scope of NCTQ reviewed documents		no more than 7 hours, 45 minutes	
Kansas - Wichita Public Schools	20 minutes		6 hours, 50 minutes	is based on a 7 hour, 10 minute teacher work day minus the 10 minutes both	at least 3 hours, 40 minutes distributed in blocks of no less than 30 minutes		7 hours, 10 minutes	extended to 7 hours, 50 minutes once per week for professional learning communities during the 2009-2010
Kentucky - Jefferson County Public Schools, KY	decided by individual schools' principal		6 hours	Policy states 6 hours of instructional time.	3 hours, 20 minutes per week		6 hours, 50 minutes for elementary teachers; 7 hours for secondary teachers	
Louisiana - East Baton Rouge Parish School System	30 minutes			issue not addressed in scope of NCTQ reviewed documents	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Maine - Portland Public Schools, ME	20 minutes		6 hours, 10 minutes		2 hours, 30 minutes in blocks of not less than one hour		6 hours, 30 minutes	
Maryland - Anne Arundel County Public Schools	decided by individual schools' principal		issue not addressed in scope of NCTQ reviewed documents		week of which at least 60 minutes must be for collaborative planning and at least 3 hours, 30 minutes must be for individual		7 hours, 55 minutes	based on 37.5 hours per week plus 25 minute duty free lunch period not accounted for in the 37.5 hours.
Maryland - Baltimore City Public School System	25 minutes for elementary teachers; 15 minutes for secondary teachers		6 hours, 40 minutes	teacher day minus 15 minutes for arrival time and 10 minutes for	45 minutes, 3 times per week		7 hours, 5 minutes	
Maryland - Baltimore County Public Schools	30 minutes		6 hours, 30 minutes		4 hours, 10 minutes per week distributed in blocks of no less than 25 minutes		7 hours	The maximum amount of instructional time per day for secondary teachers is 6 periods.

Maryland - Montgomery County Public Schools	decided by individual schools' principal		6 hours, 15 minutes		includes 4 hours, 15 minutes during student day plus an additional 1 hour, 45 minutes outside of student day		8 hours	
Maryland - Prince George's County Public Schools	not specified		6 hours		5 hours, 50 minutes per week which includes 3 hours, 45 minutes weekly plus 25 minutes daily while students are at lunch/recess		7 hours, 30 minutes	
Massachusetts - Boston Public Schools	20 minutes; 10 minutes before and 10 minutes after		6 hours		four 48 minute blocks per week in addition to one 48 minute block which is administratively directed		decided at school level	
Michigan - Detroit Public Schools	issue not addressed in scope of NCTQ reviewed documents		6 hours, 12 minutes		four 60 minute blocks per week		7 hours, 17 minutes for elementary teachers; 6 hours, 47 minutes for secondary teachers	The maximum amount of instructional time per day for secondary teachers is 5 periods.
Minnesota - Anoka-Hennepin Independent School District	60 minutes		K: 2 hours, 30 minutes; 1-3: 3 hours, 30 minutes; 4-8: 5 hours, 30 minutes	The stated school day is exclusive of noon intermission.	50 minutes per day; teachers should receive 5 minutes of preparation time for every 25 minutes of instruction		7 hours, 40 minutes	
Mississippi - Jackson Public Schools	designated by school board		at least 5 hours, 30 minutes of instructional time		meetings, curriculum development, pupil supervision, assigned duties, parent conferences, and group or individual		designated by school board	
Missouri - St. Louis Public School District	25 minutes (15 minutes before, 10 minutes after)		6 hours, 58 minutes	school day is based on 6 hours, 28 minutes of instructional	not specified		7 hours, 23 minutes	based on 6 hours, 28 minutes of instructional time, 30 minutes of lunch and 25 minutes before and after school
Montana - Billings Public Schools	teachers' preparation time will include a minimum of 30 minutes of time beginning 15 minutes after the dismissal of students		issue not addressed in scope of NCTQ reviewed documents		5 hours per week		8 hours	The teacher has a 30 minute duty-free lunch period, which is not included in the state 7.5 hour work day.

Nebraska - Omaha Public Schools	60 minutes		at least 5 hours, 45 minutes, excluding recess		6 hours, 40 minutes every 2 weeks		7 hours, 35 minutes for elementary teachers; 7 hours, 50 minutes for secondary teachers	
Nevada - Clark County School District	decided by individual schools' principal		issue not addressed in scope of NCTQ reviewed documents		4 hours, 10 minutes per week in blocks of no less than 40 minutes		7 hours, 11 minutes	
Nevada - Washoe County Public Schools	45 minutes		issue not addressed in scope of NCTQ reviewed documents		work day is 30 minutes shorter due to their lack of preparation time during the instructional day; when a special subject area teacher		7 hours for elementary teachers; 7 hours, 30 minutes for secondary teachers	
New Hampshire - Manchester School District	30 minutes		issue not addressed in scope of NCTQ reviewed documents		5 periods of at least 45 minutes each per week		issue not addressed in scope of NCTQ reviewed documents	
New Jersey - Newark School District	15 minutes		issue not addressed in scope of NCTQ reviewed documents		three 50 minute blocks per week		6 hours, 45 minutes for elementary teaches; 6 hours, 30 minutes for secondary teachers	
New Mexico - Albuquerque Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		3 hours, 20 minutes; additional prep time is possible by agreement between teacher and principal		7 hours	This calculation is based on 6.5 hours with an additional 30 minute duty free lunch.
New York - New York City Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		1 period per day		6 hours, 50 minutes	(M-Th); 6 hours 20 minutes (F); Board Policy C-601 states the teacher workday as 6 hours 20 minutes. The
North Carolina - Charlotte-Mecklenburg Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	

North Carolina - Guilford County Schools	decided by superintendent, starting and ending times must be uniform at each organizational level		issue not addressed in scope of NCTQ reviewed documents		decided by School Improvement Team at each individual school		7 hours, 30 minutes	This calculations is based on a 37.5 hour minimum work week.
North Carolina - Wake County Schools	at least 30 minutes, sufficient time for professional responsibilities to be complete		issue not addressed in scope of NCTQ reviewed documents	the school day shall be approved by the board, but shall consist of no	amount of time is determined by individual schools' principal, the policy states 1 period of "reasonable length"		issue not addressed in scope of NCTQ reviewed documents	
North Dakota - Fargo Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Ohio - Cleveland Municipal City School District	10 minutes		issue not addressed in scope of NCTQ reviewed documents		six 50 minute periods per week in addition to one 50 minute team planning period		6 hours, 40 minutes	
Ohio - Columbus Public Schools	45 minutes for elementary teachers, 30 minutes for secondary teachers		5 hours, 30 minutes plus lunch		45 minutes per day		7 hours, 30 minutes	
Oklahoma - Tulsa Public Schools	issue not addressed in scope of NCTQ reviewed documents		6 hours		3 hours, 20 minutes per week		7 hours, 35 minutes	
Oregon - Portland Public Schools, OR	30 minutes		6 hours, 30 minutes maximum		at least 40 continuous minutes per day except on meeting days when planning time is 25 minutes		7 hours, 30 minutes	
Pennsylvania - School District of Philadelphia	decided by individual school		issue not addressed in scope of NCTQ reviewed documents		3 hours, 45 minutes		7 hours, 4 minutes	

Rhode Island - Providence Public School District	issue not addressed in scope of NCTQ reviewed documents		6 hours		30 minutes per day		6 hours, 15 minutes for elementary teachers; 6 hours, 40 minutes for secondary teachers	
South Carolina - Greenville County Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
South Dakota - Sioux Falls School District	30 minutes		issue not addressed in scope of NCTQ reviewed documents		4 hours per week during the student day		8 hours	
Tennessee - Memphis City Schools	established by the Board		6 hours, 45 minutes		issue not addressed in scope of NCTQ reviewed documents		7 hours, 15 minutes	
Tennessee - Metropolitan Nashville Public Schools	decided by Faculty Advisory Committee and individual schools' principal		6 hour minimum		at least 60 minutes per day		7 hours, 30 minutes	
Texas - Aldine Independent School District	not specified		issue not addressed in scope of NCTQ reviewed documents		7 hours, 30 minutes every 2 weeks; district acknowledges policy which is mandated by state law		7 hours, 45 minutes for elementary teachers; 8 hours for secondary teachers	
Texas - Arlington Independent School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		7 hours, 30 minutes every 2 weeks; district acknowledges policy which is mandated by state law		issue not addressed in scope of NCTQ reviewed documents	
Texas - Austin Independent School District	issue not addressed in scope of NCTQ reviewed documents		7 hours		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	

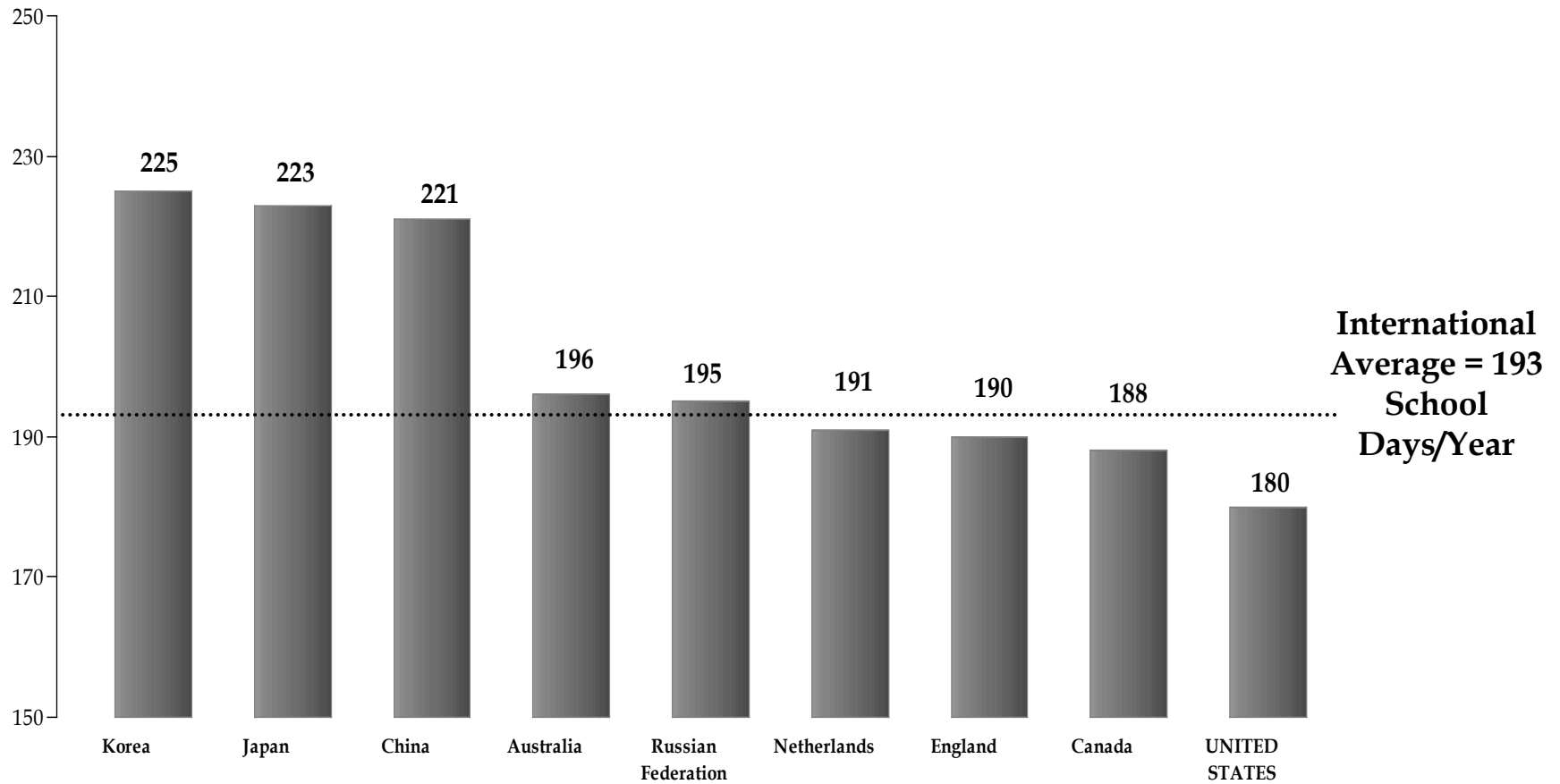
<i>Texas - Cypress-Fairbanks Independent School District</i>	60 minutes		7 hours	This is based on individual school starting and ending times for students.	7 hours, 30 minutes every 2 weeks; district acknowledges policy which is mandated by state law		8 hours	
<i>Texas - Dallas Independent School District</i>	issue not addressed in scope of NCTQ reviewed documents		7 hours		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
<i>Texas - El Paso Independent School District</i>	not specified		issue not addressed in scope of NCTQ reviewed documents		45 minutes per day; district acknowledges policy which is mandated by state law		8 hours, 30 minutes	
<i>Texas - Fort Bend Independent School District</i>	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		at least 45 minutes per day; district acknowledges policy which is mandated by state law		issue not addressed in scope of NCTQ reviewed documents	
<i>Texas - Fort Worth Independent School District</i>	30 minutes		7 hours		issue not addressed in scope of NCTQ reviewed documents		7 hours, 30 minutes	
<i>Texas - Houston Independent School District</i>	issue not addressed in scope of NCTQ reviewed documents		7 hours		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
<i>Texas - North East Independent School District</i>	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
<i>Texas - Northside Independent School District</i>	issue not addressed in scope of NCTQ reviewed documents		7 hours		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	

Texas - San Antonio Independent School District	decided by school principal		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		7 hours, 30 minutes	
Utah - Davis School District	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		45 minutes per day in addition to a block of time once per week for either individual or group planning activities		7 hours, 30 minutes	
Utah - Granite School District	35 minutes for elementary teachers; 50 minutes for secondary teachers		issue not addressed in scope of NCTQ reviewed documents		minutes is given to elementary teachers each week for preparation time; additional time spent with someone other than the		issue not addressed in scope of NCTQ reviewed documents	
Utah - Jordan School District	60 minutes		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		8 hours	states an 8 hour workday, but it is unclear whether this includes only on-site hours or reflects an
Vermont - Burlington School District	not specified		issue not addressed in scope of NCTQ reviewed documents		one 30 minute block and one 15 minute block of preparation time per day		7 hours, 45 minutes	
Virginia - Chesterfield County Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Virginia - Fairfax County Public Schools	decided by individual schools' principal		5 hours, 30 minutes + lunch		6 hours, 30 minutes every 2 weeks		7 hours, 30 minutes	
Virginia - Prince William County Public Schools	issue not addressed in scope of NCTQ reviewed documents		6 hours, 30 minutes		1 hour, 50 minutes per week		7 hours	

Virginia - Virginia Beach City Public Schools	issue not addressed in scope of NCTQ reviewed documents		6 hours, 30 minutes		4 hours, 10 minutes		7 hours, 20 minutes	
Washington - Seattle Public Schools	60 minutes		issue not addressed in scope of NCTQ reviewed documents		at least 2 hours, 30 minutes per week		7 hours for elementary teachers, 7 hours, 30 minutes for secondary teachers	
West Virginia - Kanawha County Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents	
Wisconsin - Milwaukee Public Schools	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		10 minutes per day for individual planning and 10 minutes for common planning time for K-8 teachers		6 hours, 50 minutes for elementary teachers; 7 hours, 15 minutes for secondary teachers	
Wyoming - Laramie School District One	issue not addressed in scope of NCTQ reviewed documents		issue not addressed in scope of NCTQ reviewed documents		3 hours, 20 minutes per week distributed in blocks of no less than 30 minutes		7 hours, 30 minutes	

Average Number of Instructional Days in School Year

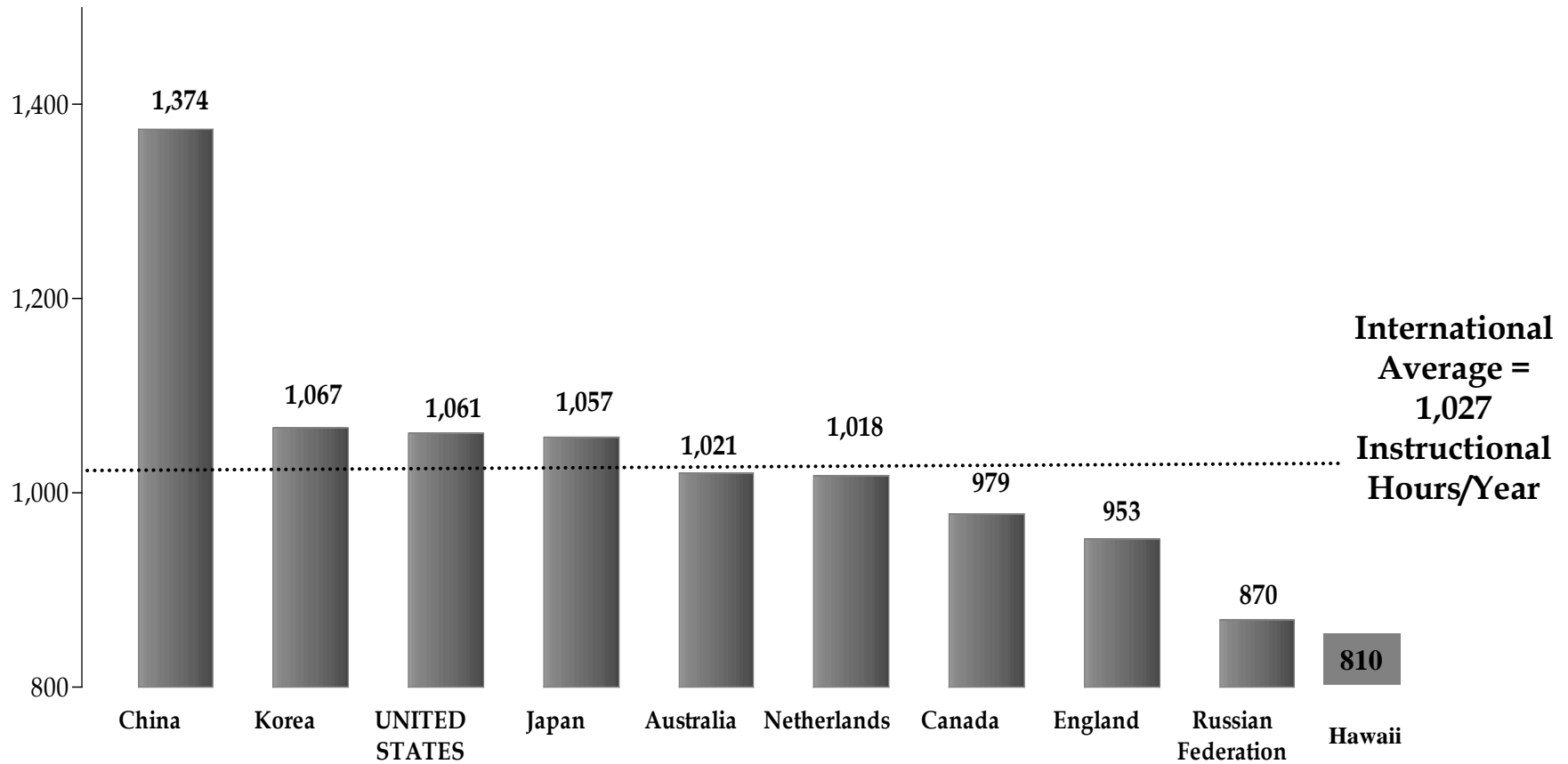
By Country



SOURCE: Trends in International
Mathematics and Science Study (TIMSS) 2003

Average Number of Hours of Instruction Per Year

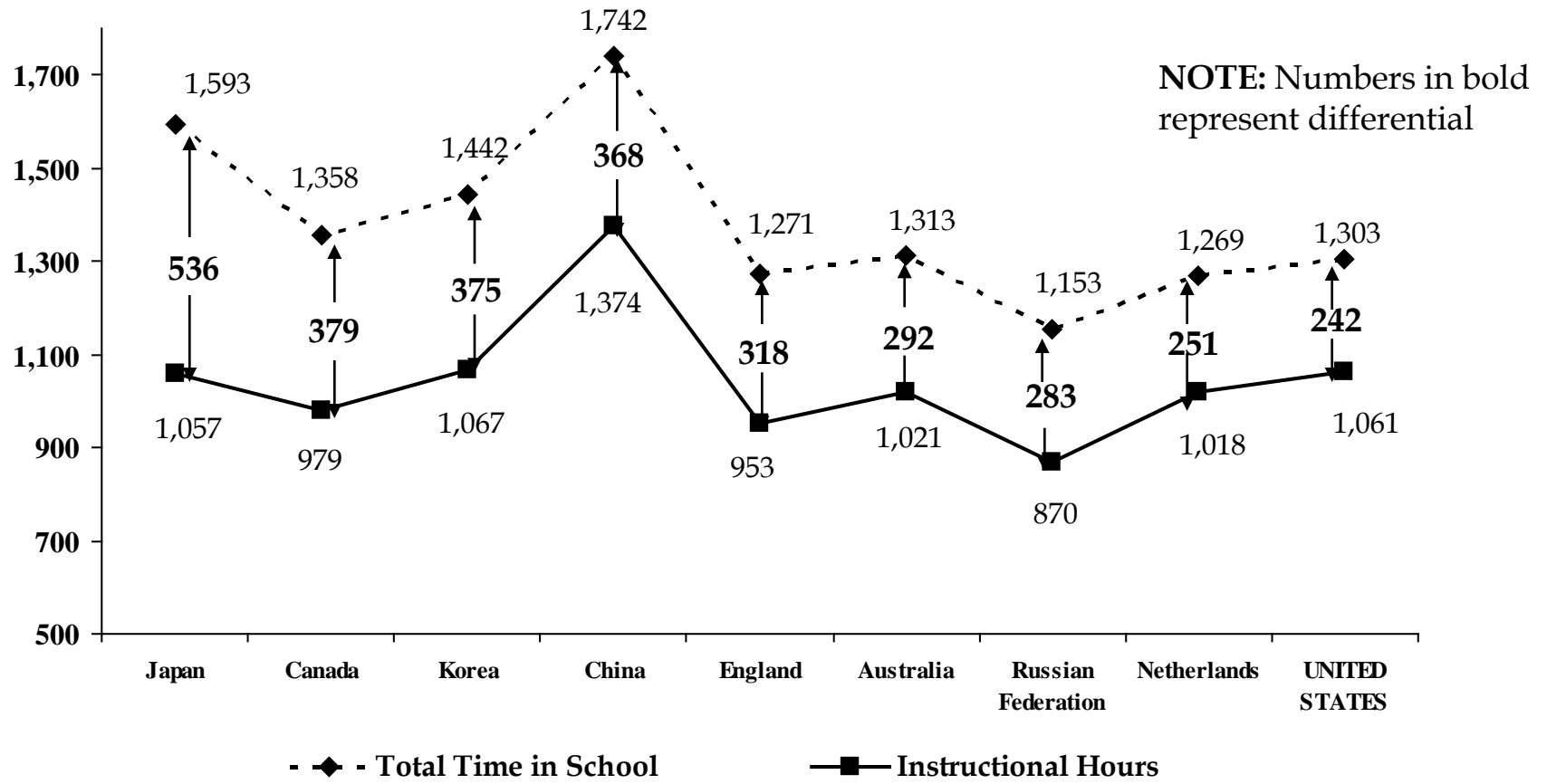
*By Country and Hawaii**



SOURCE: Trends in International Mathematics and Science Study (TIMSS) 2003

* Hawaii hours based on review of school bell schedules (4.5 instruction/6 hr student day x 180 days)

Total Time in School vs. Instructional Time (Hours) By Country



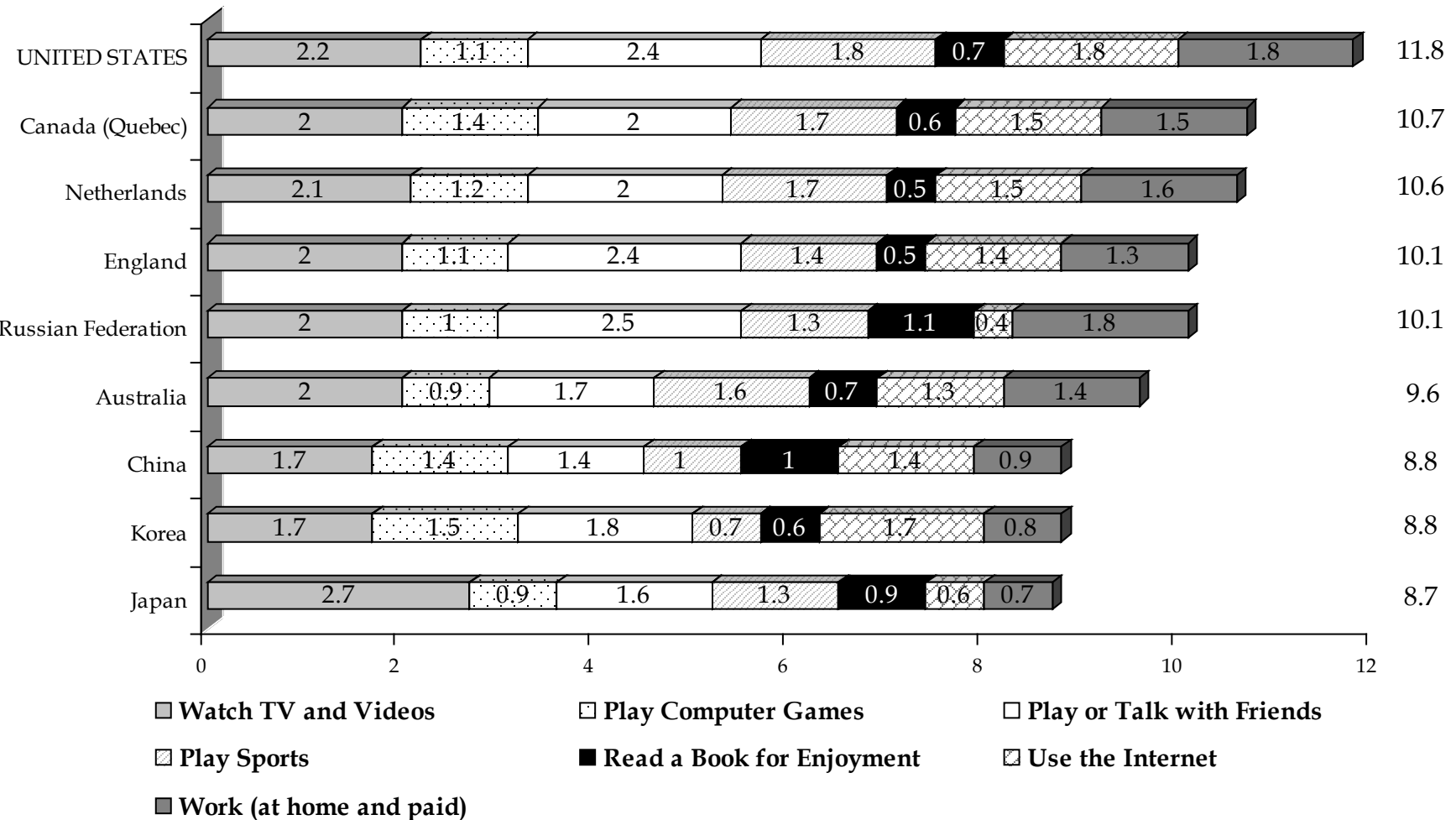
SOURCE: Trends in International Mathematics and Science Study (TIMSS) 2003

How Students Spend Their Time Out of School on a Typical School Day

(Hours Per Day, Grade 8)

By Country

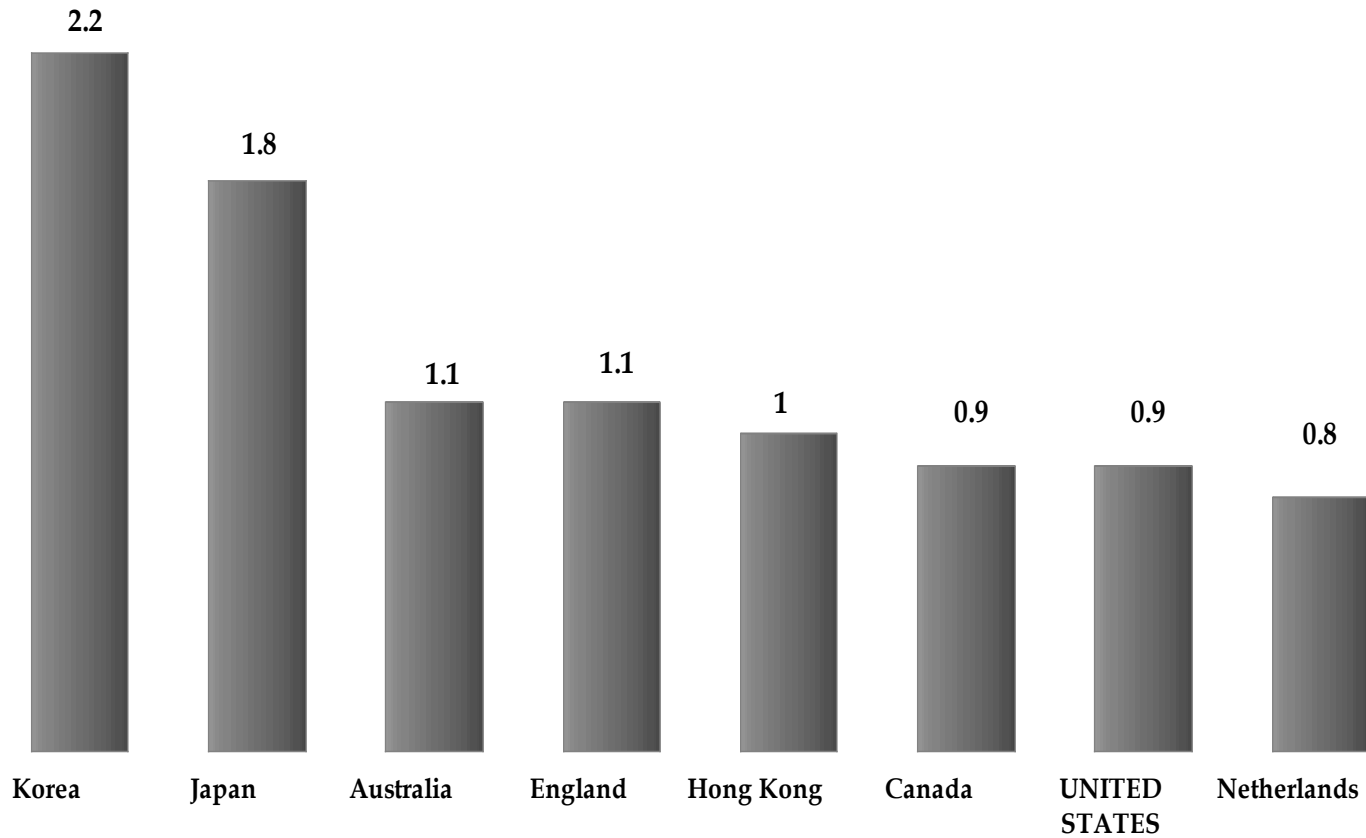
**Total
Non-School Time**



SOURCE: Trends in International Mathematics and Science Study (TIMSS) 2003

Average Number of Hours of Extra School Instruction Per Day

By Country



SOURCE: Secondary Analysis of TIMSS Data 2002

Senator Norman Sakamoto – Chair Education and Housing Committee
Senator Dwight Y. Takamine – Chair Senate Labor Committee
Senator Michelle Kidani - Vice Chair Senate Education and Housing Committee
Senator Brian T. Taniguchi – Vice Chair Senate Labor Committee

Winton G. Schoneman, 486-9269 (H)

Monday; March 15, 2010

In support of House Bill 2486 – Relating to School Year; Minimum Instructional Hours

Distinguished members of the Senate Education Committee and Housing Committee and the Senate Labor Committee, I ask that you accept my written testimony in support of House Bill 2486 - to establish a minimum number of instructional hours in public schools. By way of introduction, I am a small business owner in Hawaii Kai, I have no children in school (public or private) and have spent the last 5 plus years committed to improving education in the community in which I conduct business (I live in Aiea). I have been the School Community Council chair at Kamiloiki Elementary School since Act 51 established the SCC in 2004. I am currently the Kamiloiki Academic Signature Task Force chair and have guided Kamiloiki Elementary School and our community forward in the selection of Math, Science and Technology as Kamiloiki's school signature. During our exploration for a school signature, I have noted several things that are common to highly successful schools. These schools have clear community based vision and support, highly trained and committed staff, small class sizes and *sufficient number of instructional hours*.

I have read the previous testimony and concerns of others with regard to this bill. Most express concerns with the impact the bill may have on the constitutional right to collective bargaining and the current employee contracts. I would like to offer this perspective. From a lay person's point of view, I do not believe that this bill is in conflict with teachers or others collective bargaining rights. This bill addresses the communities desire to ensure that their children spend adequate time in school on their studies. It does not define a school day or year. It does not tell the Department of Education how to do their job. The DOE could implement the requirements of the law by changing the length of the school day or the school year or by any combination there of. And, I believe, at least the requirements for elementary and middle schools students could be done within the parameters of the existing contract. Further, it is important that the intent of this bill be implemented as soon as possible. Every year that passes students fall further and further behind their world peers.

Therefore, I urge the passage of House Bill 2486 with an implementation date for elementary and middle schools of 2011 and a phased in implementation for high schools.

Thank you,

Winton Schoneman

Testimony to Committee on Education on HB 2486

(2:30pm, 3/10/2010)

Richard Wainscoat

I am in strong support of House Bill 2486. Hawaii is already lagging behind other states in the United States in public education, and there is no doubt that the furloughs that were recently implemented will worsen this problem.

I have two children — one in private school, and one in public school. I cannot afford to send both of my children to private school — I can barely afford to send my older son to private school, but with the present furlough situation, I cannot afford to send him to public school either.

The furloughs that have been implemented will only widen the gap between private and public education and between the haves and the have nots. The education of the children of poorer people who cannot afford private schools is being neglected, and these children will never have the opportunities that they deserve.

Mandating a minimum number of hours will prevent the teachers union and Board of Education from agreeing to extremely damaging contracts such as the recent contract that produced the furloughs. Hawaii should try hard to compete for the federal “Race to the Top” funds, and increasing the instructional time for students will surely be a step in the right direction.

Aloha,

My name is Marissa Buendicho and I am a graduate student in the Master's of Social Work program at the University of Hawaii at Manoa. I am writing to support bill HB2486. I feel that passing this legislation will help to ensure that Hawaii's youth will be receiving the educational quality they need and deserve.

Furlough Fridays have had such an adverse effect on our children –teachers are being forced to either eliminate essential parts of their curriculum or cram extra lessons into the remaining days of the school week. As a result, students are being robbed of the opportunity to acquire the skill set necessary to find worthwhile occupations. This also means that the likelihood of them becoming contributing members to Hawaii's already struggling economy will be greatly decreased.

What I find more frustrating and heartbreaking above all else is how much damage is done to student morale and the desire to learn. My cousin, a senior at Farrington, told me that since Furlough Fridays have been implemented she and her friends skip school twice as much. When I asked her why, she said that since the state doesn't care about her and doesn't take a serious interest in her education then why should she even go to school?

I do not want this mentality to become the norm amongst our youth. They should not have to continue to pay the price for our state's economic hardships. Please pass HB2486 and support our keiki.

Mahalo Nui Loa,

Marissa Buendicho
Social Work Graduate Student
buendich@hawaii.edu

Testifier: Leatapo Kaleopa, Behavior Specialist and University of Hawaii Master of Social Work (MSW) student.

Re: HB2486, Relating to Education

Aloha Chair, Vice Chair and Committee Members:

I strongly support the intent of House Bill 2486 to establish a minimum number of instructional hours per school year for each grade. As a Behavior Specialist, working with students who have been diagnosed with Autism Disorder, I have been a first eye-witness to the struggles that our children are facing in the classroom. The intent of this bill will help them tremendously. Even before furloughs were implemented, our educational system has already provided less instructional time comparing to other states across the nation.

Also, our children's performance is ranked at the bottom ten across the nation. We all are aware of the budget status. So, how concern are we with our state's future? Passage of this bill, will clear many uncertainties on your priority list.

Thank you much for your time.

Sincerely,

Leatapo Kaleopa

sakamoto2 - Erin

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 12, 2010 5:43 PM
To: EDH Testimony
Cc: erinann815@aol.com
Subject: Testimony for HB2486 on 3/15/2010 1:15:00 PM

Testimony for EDH/LBR 3/15/2010 1:15:00 PM HB2486

Conference room: 225
Testifier position: support
Testifier will be present: No
Submitted by: erin rutherford
Organization: Individual
Address:
Phone:
E-mail: erinann815@aol.com
Submitted on: 3/12/2010

Comments:

Finally, a bill that extends the school year. The last year I have been appalled at the way the state of hawaii has treated the students it educates. The children have been deprived from education. these are the children that are going to be taking care of YOU when you are older and need aid. Do you really want to rob an education from the people who are supposed to help you down the road? give these children what they need. make the right decision. we still have time to turn this around before further damage is caused.