

2009 SENATE EDUCATION

SB 2288

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2288

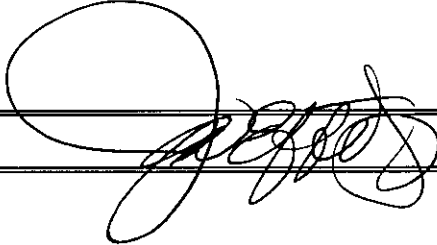
Senate Education Committee

Check here for Conference Committee

Hearing Date: January 26, 2009

Recorder Job Number: 7686

Committee Clerk Signature



Minutes:

Chairman Freborg opened the hearing on SB 2288. All members were present.

Senator Taylor introduced the bill. It was brought at the request of a constituent who is a school superintendent. The idea would allow greater flexibility with some sciences, Career and Technical Education and ag classes. These classes would be put at par with other core courses. Certainly the speed of education and the attention span of students will match well with the 45 minutes per class and will ease the burden of education on the school districts.

Jeff Lind, Superintendent of the Rugby Public Schools, testified in favor of the bill. See written testimony.

Senator Flakoll asked what he would tell people concerned about STEM.

Jeff Lind said they may say we are taking class time from 50 minutes to 45 minutes but they could now offer chemistry, anatomy and physiology, advanced math. It would be more conducive to block scheduling. It allows smaller schools to offer these types of classes.

Senator Flakoll asked if the bill is adopted would it change the amount of time between classes.

Jeff Lind said no.

Senator Flakoll said in 2001 the legislature looked at 50 minute periods for these types of classes because they have more set up and clean up time requirements. Are you more efficient now?

Jeff Lind said that could be a concern. He has talked to the science and career tech teachers. Classes with labs could be a problem, especially chemistry. As a chemistry teacher, it is his experience that for 90% of the days, 45 minutes would be enough time. For 10% of the days, even 50 minutes would not be enough time. It is generally the case in a smaller school, if a teacher needs a few extra minutes for a specific lesson, the other teachers are cooperative and figure out a way to work it out. This would create more science and math opportunities. Senator Lee said if a student were taking 3 classes and class time dropped from 50 minutes to 45 minutes, what happens to those 15 minutes.

Jeff Lind said the intent would be to go to 8 45 minute periods rather than the current 7 50 minute periods.

Senator Flakoll asked if 135 hours would be the uppermost limit for any class.

Jeff Lind said that is the minimum time of instruction. The minimum now for all other classes is 40 minutes but they are teaching 50 minutes since it fits well with the science classes offered each period.

Senator Taylor asked with the increased use of distance and interactive education, would this bill help?

Jeff Lind said yes. They are part of a 21 school ITE consortium and are the recipient of virtual tech ed grants. They all had to agree on a common schedule and calendar.

Senator Freborg asked if he has discussed the proposal with his administrative organization at the regional or state level.

Jeff Lind said yes, he presented it at the North Dakota regional study council and had no negative feedback. He also told the State Career and Technical Education Board he was presenting it. He can't speak for them but they did not indicate any problem with it when he told them about it.

Debby Marshall, Superintendent at the TGU School District testified in favor of the bill. See written testimony.

Brian Nelson, Superintendent of the Lewis and Clark school district testified in favor of the bill. It makes perfect sense. It would allow an 8 period day from 8:30 to 3:21. Students could take their 6 classes and would still have time to take other classes. If they fail a class, they have time to retake it.

Chairman Freborg closed the hearing on SB 2288.

Senator Flakoll moved a Do Pass on SB 2288, seconded by Senator Taylor. The motion passed 5 – 0 – 0. Senator Taylor will carry the bill.

Date: 1/26/09 :
Roll Call Vote #: 1 :

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2288

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken No Pass

Motion Made By Sen. Freborg Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor	✓	
Senator Gary Lee	✓		Senator Bakke	✓	
Senator Flakoll	✓				

Total (Yes) 5 No 0

Absent 0

Floor Assignment Sen. Taylor

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2288: Education Committee (Sen. Freborg, Chairman) recommends DO PASS
(5 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2288 was placed on the
Eleventh order on the calendar.

2009 HOUSE EDUCATION

SB 2288

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2288

House Education Committee

Check here for Conference Committee

Hearing Date: March 10, 2009

Recorder Job Number: 10593 and 10594

Committee Clerk Signature

Carmen Hart

Minutes:

Senator Ryan Taylor, District 7, appeared. This bill comes to you through me as an idea from Jeff Lind, the superintendent of Rugby schools and other superintendents in my district. It goes into instructional time and talks about the courses in career and technical education and natural sciences and takes their time requirement from 150 hours in a school calendar down to 135. At 135 hours it would take it down to a 45-minute class period. As you hear Jeff's testimony presented here shortly you will understand some of his understanding. We can now probably look at an eight-period class day instead of a seven-period class day in a lot of our schools. We are going to take five minutes off of the CTE classes, go to 45 minutes under this language instead of 50. The other classes really only need to be 40 but some schools would keep them at 45 and you would have a 4 x 4 block. This allows our students to take those core classes and still have time for some of their electives in a eight-period day versus a seven-period day.

Chairman Kelsch: Is there any concern with those classes going to a shorter time frame if you have travel involved with any of them?

Senator Taylor: You are talking about districts that have more than one site where they are actually traveling to another school building?

Chairman Kelsch: Or you have Bismarck going over to BSC?

Senator Taylor: What I heard in our testimony is that they would probably combine two class periods. We had your bill on a virtual CTE center in Williston. Students from say, Alexander or Watford City, could travel up to Williston but they would be looking at going there for at least two periods or maybe the whole afternoon.

Rep. Lyle Hanson: You anticipate a teacher teaching six classes now if you go to this rather than five?

Senator Taylor: We are looking at a total day that could be eight instead of seven and how they shake that out with staff time—you know the intent would be that we could have more offerings for students without adding more staff. The time of the day is still the same. How they would shake that out with their staff I am unsure how they would implement that.

Rep. Phillip Mueller: Isn't in fact going this route making it easier in respect to do CTE kinds of things and natural science because of the block thing that you just referenced? It seems to me that is the focus of the bill as opposed to even adding another course. Correct me if I am wrong.

Senator Taylor: That would be part of the logic.

Rep. Bob Hunsakor: If you save five minutes in certain class periods or all the class periods, where did you go then the other time to get the eighth period? Do you lengthen the day a bit?

Senator Taylor: When you did the math, it would still fit within the day on the 45-minute class periods. The other offerings, depending on if you do a 4 x 4, your English and math and those are really only required to meet for 40 minutes but many schools go beyond that. If this bill were to pass, it would not dictate the schools that they would have to. They could continue with the 50-minute science period and 45-minute English period. It really is still up to the school districts how they would want to implement the time that they give their students.

Rep. Corey Mock: I received an e-mail from a teacher at an alternative school asking to add for alternative schools to the exemptions as approved by the superintendent of Public Instruction. Would you as a sponsor have an issue with this?

Senator Taylor: At first glance, I guess I wouldn't. I don't have an alternative school in my district but they are unique. I don't think the folks that have motivated me on this bill would have a problem with that either.

Rep. David Rust: Have we done this before where we decreased the time?

Senator Taylor: As I understand, before 2001 I don't believe there was in statue requirements in terms of class period time. Then in 2001 is when we went to the 120 hours for core offerings and 150 hours for natural sciences.

Rep. Bob Hunskor: If you have a seven-period day and you save five minutes in each one, that is 35. You want to add an eighth period which is at least 45 so there is a 10-minute or 15-minute gap in there.

Senator Taylor: (Lost a little bit on the tape)

Rep. Bob Hunskor: If you have a seven-period day____ (Lost on tape)

Senator Taylor: Looking at the same school day____(Lost on tape)

START OF 10594

Dr. Doug Johnson, NDCEL, appeared and presented the testimony for **Jeff Lind, Superintendent of Rugby Public Schools,** who was unable to attend because of bad weather. **(See Attachment 1.)** I have considerable experience in working with block scheduling as a middle school principal and some knowledge about the process of lab sciences because I was a science teacher for 12 years. NDCEL is in favor of this bill.

Rep. Lyle Hanson: Do you think a basis behind this bill is to have less teachers?

Doug Johnson: No, I do not believe it is to have less teachers. It is to provide flexibility within the scheduling of the classes. A 4 x 4 block is recommended with a 90-minute period. You end up with 360 minutes in that configuration. If they would do the same with a 4 x 4 block of the current 50-minute configuration that they are required to have because they need to accommodate the lab science courses, they would end up with 400 minutes of total time in that.

Rep. Lyle Hanson: Do you think the administrations at most schools would go to six preps for teachers?

Dr. Doug Johnson: I don't believe so. I think the intent that most of these schools, and I can only speak from my experience in a middle school, we never went to a full block schedule when I was there but we did go to a middle school configuration, and we provided one of the periods of time in a block of back to back prep period plus a teaming time for those teachers and actually reduced the amount of contact time with teachers to do that. I think that is going to be with the flexibility of the schools and contracts with the individual districts as they work with their teachers on those basic issues. What it would do is provide that opportunity to have a block of classes being offered, like Jeff stated, a lot more opportunities for those students to have more courses particularly in the lab science area. In the lab sciences teaching that 90-minute block makes it much more conducive. I would have loved that as a science teacher because I could set up my labs and got them finished in an appropriate time. I have had to conclude them even in a 50-minute period.

Rep. David Rust: Rep. Hanson many schools already have teachers teaching six periods. I seem to recall when lab classes were at 55 minutes. That might have been by administrative regulation. Do you recall that?

Dr. Doug Johnson: I believe you are correct on those, but I think they included within that time the passing time so that it was 55 minutes and that included your passing time with it. You could go to a 50-minute period. I am not positive of that. When I started teaching it was 50-minute periods with a 5-minute passing time.

Rep. David Rust: I think when I started at Tioga, I think it was 55 minutes with an additional 3-minute passing time.

Opposition

Gary Gronberg, Assistant Superintendent, Department of Public Instruction, appeared in opposition. **(See Attachment 2. Time for a New Day, Broadening Opportunities for Massachusetts Schoolchildren, Expanded Learning Time Initiative 2006-2007 Annual Report)** The opposition is coming late, and I would like an opportunity to explain that. There was no opposition on the senate side. You were doing HB 1400 which caused an interim problem for us. In fact realizing that this bill got almost unanimous support on the senate side, I think I need to talk a little more about the principle by which such a bill comes forward. All the work that was done by the education commission talked about expanding not only opportunities but not giving away something that is called a fixed asset and that is time. Time is a fixed asset when we begin to look at so what are we getting for the time in terms of achievement, instruction, whatever else. When we start making these kinds of changes, we need to make them for the right reasons. I understand the idea to create opportunities for students, more class periods, and giving them greater flexibility in terms of scheduling. Those are valid arguments. Those things should only be done in light of is it going to accomplish any difference in results in terms of students' ability to achieve. Block scheduling is already allowed. We do not need a change in the number of minutes to allow that kind of scheduling to occur. We talked a little bit about performance. We talked about the flexibility in terms of the

scheduling. We have a process in the department for outright waiver of instructional time.

That is already in administrative rules. In reference to the attachment handed out, what their research shows is not adding an additional class period but adding time to the school day.

They are adding some 300 additional learning hours to their school calendar because they see a positive relationship between time on task and achievement gains on the part of kids. The three kinds of measures that Picus talked about were efficient and effective and strategic use of time, not an outright deduction of time in some way. For struggling students less time is not the answer, it is more time that is required. One question that was asked earlier was where we these or what were these before they were in law? They were accreditation standards. That is where the number of minutes were decided was for accreditation.

The hearing was closed.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2288

House Education Committee

Check here for Conference Committee

Hearing Date: March 17, 2009

Recorder Job Number: 11105

Committee Clerk Signature

Carmen Hart

Minutes:

Chairman Kelsch: This was the bill relating to instructional time requirements for high school units where you are reducing from 150 to 135 hours of instruction per school calendar.

Basically I think why we heard it was for CTE classes.

Rep. Corey Mock: I made some notes on here. I believe in testimony I may have asked about alternative schools and supporters of the bill said that there would be no issue by including this in Subsection 4 on lines 15 to include alternative schools from this. It would state in line 4 this section does not apply to schools, school districts, or alternative schools having block schedules approved by the superintendent of public instruction, concern being that some larger cities such as Grand Forks, Bismarck, Fargo, Minot that have alternative schools, they would not be exempt if it was already approved by the superintendent. This would make it exempt. I would move that amendment.

Rep. Jerry Kelsh seconded the motion.

Chairman Kelsch: It would say this section does not apply to schools, school districts, or alternative schools having block schedules approved by the superintendent of public instruction.

Rep. Corey Mock: This was a request from a school teacher in an alternative school in Grand Forks, Max Laird.

Rep. David Rust: The only question I would have would be the placement of the word alternative schools. I agree with you, but I was wondering if it should be just schools or school districts having block schedules or alternative schools, because maybe they don't have block scheduling. If you put it before block schedules, you are limiting alternative schools to have block schedules whereas you place it after you may not limit it to just that block scheduling.

Chairman Kelsch: I guess the question is do you want to limit it to alternative schools that have block scheduling or to all alternative schools regardless? If you are trying to exempt alternative schools period, then we do it the way Rep. Rust says. If it says alternative schools that have block scheduling, then it would be the way that you stated it.

Rep. Lyle Hanson: Did Doug Johnson testify on this bill?

Chairman Kelsch: Doug Johnson testified in support of this bill.

Vice Chair Lisa Meier: I would think that if we were opening it up to alternative schools, we would just want to open it up wide open and not worry about the block schedules.

Rep. Lee Myxter: Number 4 is only worried about block scheduling. What I know of Fargo's alternative school, they can kind of come and go as they please. It is not necessarily that structured. I don't know whether actually alternative schools should be in that section.

Chairman Kelsch: Did he send the e-mail to you and tell you where he wanted it placed?

Rep. Corey Mock: What I have in the e-mail says after reviewing the bill, a simpler rather than a complicated amendment would work in line 15. Place a comma after schools, remove the or, comma after districts, add or alternative schools and leave the rest alone. He states that what we are thus doing is that alternative schools that have block schedules to the exemption rule.

Chairman Kelsch: Then that is what he wants. Your amendment is a correct amendment. A voice vote was taken to accept the amendment. Motion carries.

Rep. David Rust: One of the things that I see here is that essentially you are going to lower class time from 50 minutes to 45. I don't see that as much of a problem with the exception of maybe some lab classes. Sometimes that 50 minutes might be a little tight. That would be the downside of it. The upside is, as Senator Taylor stated, is that it may provide for an eight period day more easily.

Chairman Kelsch: I have a very difficult time with this bill due to the fact what we are trying to do with adequacy and increased worker. I am not supportive of the bill at all and felt that way when it was being heard over in the senate as well.

Rep. John Wall: I, too, have a problem with the bill. Dr. Gronberg stated that we are not doing all that well in core curriculum now and taking five minutes could be harmful for AYP.

Chairman Kelsch: That is the other problem. We do have certain standards that we have to meet with AYP, and we can complain all we want about No Child Left Behind, but I think some of the major components of No Child Left Behind, regardless of what the new President is going to call it, a lot of those components will probably stay in the bill.

Rep. David Rust: I do remember when lab classes needed to be 55 minutes, and I think they stated that 55 minutes including the passing period. Then they went to 50 minutes excluding a passing period. Some places might had five minutes. Some maybe had three. In 2001 we had to reprogram the bells to go to 50 minutes. I know the concern there again was if you are in a lab class, it gets a little tight.

Rep. Jerry Kelsh: The other side of it you know is we are trying to emphasize CTE classes. Even in 1400 we have made some modifications to allow for two types of diplomas. Whether we are going to allow them to get those classes in is the other side of the question. If we went to 140, would that make any difference? Would you agree Rep. Rust?

Rep. David Rust: I am really torn as to what to tell you on this bill. I like the idea of being able to accommodate an eight-period day, because you would be able to offer more things for kids to take. I probably am in favor of the bill.

Rep. Lee Myxter: The bill says at least. The district doesn't have to lower the number of minutes. Having taught 38 years I am not sure whether 45 or 50 minutes makes a whole lot of difference.

Rep. Corey Mock: Rep. Rust, do you believe amending line 9 to read 140 hours would be acceptable?

Rep. David Rust: I believe that Senator Taylor when he spoke said lower the time from 50 minutes to 45 minutes, provide for an eight-period day more easily. If you go to 140, you now increase the amount of time to add to the school day. Already you are going to have to add some time. You now increase more of that time. Then I think you lose that option of that eight-period day.

Rep. Corey Mock: In some schools that don't have the block scheduling what I have seen done to accommodate classes that require more time such as your specialty labs—I have seen in urban areas where you may have to go to another campus or another building—they make the schedules to accompany two class periods instead of one and amend the course requirements to accommodate that. Perhaps this may encourage that. Perhaps this is the kind of mentality that may encourage more districts to go to a block schedule.

Rep. Lyle Hanson: I don't think the administrators in North Dakota care one way or another. I haven't heard from anybody.

Rep. Bob Hunskor: I haven't heard from any of my science teachers. That would be the major heartbeat with these science classes. Or administrators. If they had a concern, I would think...

Chairman Kelsch: I am guessing they don't know it is here. Has this been in the newspaper?

No. That's pretty much the way they find it.

Vice Chair Lisa Meier moved a **Do Not Pass**. **Rep. Mike Schatz** seconded the motion.

Rep. John Wall: One of the questions I have deals with that I think this would promote more space for a block system. I don't think there is proof that the block system leads to better education. In my teaching career I was on the block system for two years, and I recall at the end of two years, administration went back to periods because not enough material was being covered. We did a survey in our newspaper. Ninety eight percent of the students wanted to stay on the block system and 100% of the teachers did. About 15 years later, we went back to the block system. It lasted a year that time. Administration felt we weren't covering the material, and, as a teacher, I would have to agree, we weren't. I loved the block system as a teacher.

Rep. David Rust: Right now, you are able to have all non lab classes for 40 minutes. The lab classes must be 50 minutes.

Rep. Phillip Mueller: I don't have a big strong feeling about this one way or the other. I think what it does do is very permissive. You can if you want and you don't have to if you don't want to. The point about putting two of these periods together makes some sense for certain circumstances in certain schools. I think it is alright. I guess if it turns out to not be, we can always change it next time. Again, the fact that it is permissive—if it doesn't work for a school system, there is nothing in here that says they have to do that. These are really CTE classes. They sometimes do things a little bit different than those that are teaching history, mathematics, or whatever. I think giving them the flexibility to rearrange things a little bit at times given the circumstance is okay.

Chairman Kelsch: They can move things around under the 150 also.

Rep. Phillip Mueller: That is correct. This would allow that eventuality of those that have that lab situation in that CTE course, but if I got back to school on time, I could take one more course, and that is what this would allow to do that.

Rep. Lyle Hanson called the question.

DO NOT PASS AS AMENDED. 8 YEAS, 6 NAYS. Rep. Brenda Heller is the carrier of this bill.

VR
3/17/09

PROPOSED AMENDMENTS TO SENATE BILL NO. 2288

Page 1, line 15, overstrike "or" and insert immediately thereafter an underscored comma and
after "districts" insert ", or alternative schools"

Renumber accordingly

Date: 3-17-09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2288

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended

Motion Made By Rep Mock Seconded By Rep Kelsh

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch			Rep. Lyle Hanson		
Vice Chairman Lisa Meier			Rep. Bob Hunsakor		
Rep. Brenda Heller			Rep. Jerry Kelsh		
Rep. Dennis Johnson			Rep. Corey Mock		
Rep. Karen Karls			Rep. Phillip Mueller		
Rep. Mike Schatz			Rep. Lee Myxter		
Rep. John D. Wall					
Rep. David Rust					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

*Voice
Vote
to accept
amendment
motion
Carries*

Date: 3-17-09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2288

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass Do Not Pass Amended

Motion Made By Rep. Meier Seconded By Rep. Schatz

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch	✓		Rep. Lyle Hanson	✓	
Vice Chairman Lisa Meier	✓		Rep. Bob Hunsakor		✓
Rep. Brenda Heller	✓		Rep. Jerry Kelsh		✓
Rep. Dennis Johnson	✓		Rep. Corey Mock		✓
Rep. Karen Karls	✓		Rep. Phillip Mueller		✓
Rep. Mike Schatz	✓		Rep. Lee Myxter		✓
Rep. John D. Wall	✓				
Rep. David Rust		✓			

Total (Yes) 8 No 6

Absent 0

Floor Assignment Rep Heller

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2288: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO NOT PASS** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). SB 2288 was placed on the Sixth order on the calendar.

Page 1, line 15, overstrike "or" and insert immediately thereafter an underscored comma and after "districts" insert ", or alternative schools"

Renumber accordingly

2009 TESTIMONY

SB 2288

Date: January 26, 2009

Re: SB 2288

Mr. Chairman and members of the committee,

My name is Jeff Lind and I serve as Superintendent of the Rugby Public Schools. I am here this morning to testify on my own behalf in favor of SB2288, which would amend the class time requirements as described in section 15.1-21-03 of the North Dakota Century School Code. More specifically I am here to express my support for a change in the time requirement for the instruction of natural sciences and career and technical education classes listed in this section from 150 hours to 135 hours of instructional time in 180 days.

In the 2001 legislative session, the current language regarding instructional hours/year requirement was added. Before 2001, section 15-41-06 of the previous school code indicated that all unit courses be taught a minimum of 40 minutes/day and that courses in the natural sciences would exceed 40 minutes in an amount determined by the superintendent of public instruction. Being a former science teacher, I am aware that the 50 minute (150 hour) requirement has been in place for much longer than this, and must assume that administrative rule is where the extended time requirements for natural sciences were located and then were expanded to include courses in career in technical education.

In the 2001 session the time requirement language was brought completely under legislative control in section 15.1-21-03 and is the class time requirement we have today. This is 120 hours (40 minutes/day) for all high school courses, except for those in the natural sciences and career and technology classes as listed which are required to meet for 150 hours (50 minutes/day).

I would like to share with you the reasons why I believe that this is a necessary amendment and one that will be beneficial for the students of North Dakota:

Changing the requirement to one hundred thirty five hours equates to a 45 minute class period for year long classes. This class period would be 5 minutes longer than the minimum currently required for all other courses. While the converse argument is that it is 5 minutes per day shorter than is now required, I believe that the benefits to be gained far outweigh the relatively small amount of time lost.

It will provide more flexibility in scheduling. Schools will be able to offer the curriculum in an 8 period day of 45 minute class periods allowing them to potentially offer more courses or offer more services to students without adding staff. (Most schools currently utilize a 7 period/50 minute class schedule)

It will promote and support the implementation of initiatives such Response to Intervention (RTI) to meet individual student needs, or the Professional Learning Community (PLC) concept for teacher professional development by creating additional blocks of time.

An 8 period day of 45 minute class periods aligns very well with the 4x4 Block scheduling concept which some North Dakota schools are currently utilizing, others are considering, and for which some of the Picus and Associates recommendations regarding curriculum delivery were based upon. Total 4x4 Block schedules are not a likely possibility in most North Dakota high schools. But by being able to offer classes in 45 minute periods schools would be able to modify their schedules to more easily share CTE, science, or other classes that do lend themselves to being taught in the 90 minute block format. Currently schools that operate under the 4x4 block concept are only required to provide 135 hours of instruction.

The change will create more opportunities for students to acquire 24 high school credits, which under current law will eventually be needed by all students to graduate. Additionally, it will provide greater access to the additional math and science credits being proposed as graduation requirements in HB1400 while still being able to take electives such as fine arts, foreign language, or CTE courses. Students who struggle will have more opportunities to earn the needed credits to graduate, to recover credits lost due to failure, or to access tutoring or other supplemental instruction programs. Students who excel will have more opportunities to

take an enriched curriculum with expanded elective offerings. All students will benefit from the potential for increased diversity in the curriculum.

This bill will not prevent schools that choose to continue under their current schedules from doing so. This will only change the minimum requirement for a select few classes in order to create much needed flexibility for students and schools so that they can more readily meet the rigorous expectations of a 21st century education.

At this time I would be pleased to answer any questions that you may have.

Jeff Lind, Supt.
Rugby Public Schools
1123 S. Main Ave.
Rugby, ND 58368

Date: January 26, 2009

Re: SB 2288

Mr. Chairman and Members of the Committee:

My name is Debby Marshall and I am the Superintendent of TGU School District. I strongly agree with the testimony presented by Superintendent Jeff Lind and am present this morning to testify in favor of SB 2288.

TGU School District educates K-12 students at TGU Towner and Granville Schools and is committed to their vision of "*Creating Opportunities for Individual Student Needs*". Although TGU has been fortunate in their ability to hire and/or retain highly qualified teachers to instruct high school core curriculum courses this may become more difficult in the future. To sustain the district's vision, it is essential to pursue changes that will assist in maintaining current course offerings while expanding electives to meet the educational needs of the students. The change in the time requirements, as outlined in SB 2288, would allow the district to expand and enhance curriculum opportunities for students. It would provide flexibility in scheduling and opportunities to share staff between the two TGU schools.

We are in an educational era that must proactively seek and embrace change. I encourage the committee to vote DO PASS on SB 2288 allowing North Dakota schools the choice to make changes to their current schedules that will best meet the needs of their individual school district.

I would be pleased to answer any questions you may have. Thank you!

Debby Marshall
TGU Superintendent

Attachment 1

Date: March 10, 2009

Re: SB 2288

Madam Chairman and members of the committee,

My name is Jeff Lind and I serve as Superintendent of the Rugby Public Schools. I am here this morning to testify in favor of SB2288, which would amend the class time requirements as described in section 15.1-21-03 of the North Dakota Century School Code. More specifically I am here to express my support for a change in the time requirement for the instruction of natural sciences and career and technical education classes listed in this section from 150 hours to 135 hours of instructional time in 180 days.

In the 2001 legislative session, the current language regarding instructional hours/year requirement was added. Before 2001, section 15-41-06 of the previous school code indicated that all unit courses be taught a minimum of 40 minutes/day and that courses in the natural sciences would exceed 40 minutes in an amount determined by the superintendent of public instruction. Being a former science teacher, I am aware that the 50 minute (150 hour) requirement has been in place for quite some time, and must assume that administrative rule is where the extended time requirements for natural sciences were located and then were expanded to include courses in career and technical education.

In the 2001 session the time requirement language was brought completely under legislative control in section 15.1-21-03 and is the class time requirement we have today. This is 120 hours (40 minutes/day) for all high school courses, except for those in the natural sciences and career and technology classes as listed which are required to meet for 150 hours (50 minutes/day).

I would like to share with you the reasons why I believe that this is a necessary amendment and one that will be beneficial for the students of North Dakota:

Changing the requirement to one hundred thirty five hours equates to a 45 minute class period for year long classes. This class period would be 5 minutes longer than the minimum currently required for all other courses. While the converse argument is that it is 5 minutes per day shorter than is now required, I believe that the benefits to be gained far outweigh the relatively small amount of time lost.

It will provide more flexibility in scheduling. Schools will be able to offer the curriculum in an 8 period day of 45 minute class periods allowing them to potentially offer more courses or offer more services to students without adding staff. (Most schools currently utilize a 7 period/50 minute class schedule)

It will also promote and support the implementation of initiatives such as Response to Intervention (RTI) to meet individual student needs and the Professional Learning Community (PLC) concept for teacher professional development by creating additional blocks of time. Both of these concepts are research based initiatives that are being implemented in schools throughout the state.

An 8 period day of 45 minute class periods aligns very well with the 4x4 Block scheduling concept which some North Dakota schools are currently utilizing, others are considering, and for which some of the Picus and Associates recommendations regarding curriculum delivery were based upon. Total 4x4 Block schedules are not a likely possibility in most North Dakota high schools. But by being able to offer classes in 45 minute periods schools would be able to modify their schedules to more easily share CTE, science, or other classes that do lend themselves to being taught in the 90 minute block format. Currently schools that operate under the 4x4 block concept are only required to provide 135 hours of instruction.

The change will create more opportunities for students to acquire 24 high school credits, which under current law will eventually be needed by all students to graduate (I do realize that this may change to 22 credits if HB 1400 passes in its current form). Additionally, it will provide greater access to the additional math and science credits being proposed as graduation requirements in HB1400 while still being able to take electives such as fine arts, foreign

language, or CTE courses. Students who struggle will have more opportunities to earn the needed credits to graduate, to recover credits lost due to failure, or to access tutoring or other supplemental instruction programs. Students who excel will have more opportunities to take an enriched curriculum with expanded elective offerings. All students will benefit from the potential for increased diversity in the curriculum.

This bill will not prevent schools that choose to continue under their current schedules from doing so. This will only change the minimum requirement for a select few classes in order to create much needed flexibility for students and schools so that they can more readily meet the rigorous expectations of a 21st century education.

At this time I would be pleased to answer any questions that you may have.

Jeff Lind, Supt.
Rugby Public Schools
1123 S. Main Ave.
Rugby, ND 58368

Attachment

Time for a New Day

Broadening Opportunities for
Massachusetts Schoolchildren

Expanded Learning Time Initiative 2006-2007 Annual Report

What Is Expanded Learning Time?

Our children deserve an education that fully prepares them for the future. Educators collaborate the way to create a rich, healthy, and filled life. The Expanded Learning Time (ELT) Initiative allows Massachusetts educators to offer children the extra learning and enrichment opportunities made possible by the use of an expanded school schedule. With state resources, particularly through the grant program, the state provides at least 500 hours per year to improve student outcomes in core academic subjects, broaden enrichment opportunities, and improve instruction by adding more training for professional development and for teachers.

The vision of the Expanded Learning Time Initiative is to expand the American school calendar to provide all students with a well-rounded education that prepares them for a future of learning and participation in the economic and civic life of our 21st century global society.

Critical Partnership:

Massachusetts Department of Education and Massachusetts 2020

The implementation of the Expanded Learning Time Initiative is the result of a unique public-private partnership between Massachusetts 2020, the educational non-profit that envisioned ELT, and the Massachusetts Department of Education, the state agency responsible for overseeing it.

Brought together by a shared goal of improving education, these two entities have guided transformational reform across ELT schools by adopting complementary roles. The Department of Education sets demanding criteria for participation and selects qualifying schools based on the strength and viability of their redesign proposals. Massachusetts 2020 provides technical assistance support to schools and districts from the planning stages to the implementation of an expanded school day as well as advocacy and research in support of the initiative.

...and we have a lot of people who are...
...a...
...and we have a lot of people who are...
...a...
...and we have a lot of people who are...
...a...

...and we have a lot of people who are...
...a...
...and we have a lot of people who are...
...a...



Letter from the Co-Founders of Massachusetts 2020

The world is changing quickly and the stakes for our children are higher than ever. A global economy, shifting demographics and technological innovation have changed the way we communicate, the way we do business, the way we govern, and every facet of our lives. More than ever before, our children's future and our future as a nation depend on access to a quality education.

We expect more from our schools today than we ever have before. Yet our children spend only 20 percent of their waking hours in schools that operate on a calendar of 180 6-hour days, a calendar originally designed for a 19th century economy. How can our children receive a well-rounded education that sets them on a path to prosperity? And how can schools, which are supposed to be our nation's great equalizer, close the educational achievement gap when they are so pressed for time? The question is no longer should we change, but rather, how should we change education to improve student performance? How do we create a richer learning experience? How do we reinvigorate classroom instruction? How do we prepare the next generation to embrace new opportunities?

Massachusetts is providing answers to these questions by becoming the first state in the nation to spearhead a multi-district effort to expand the school calendar in order to improve student academic performance and reintroduce enrichment programs that engage students more deeply in school. In the 2006-2007 school year, ten schools in five cities across the state, enrolling 4,700 students, introduced redesigned school days that increased learning time by at least 25 percent. Each school turned to its teachers, administrators, parents, community organizations and union leaders and asked them to imagine what the ideal school day could be when given the resource of more time. Through their collective experience, collaboration and innovation, each school tore down the institutional walls of a traditional school day and built a new and improved educational experience for their students.

And now, through a \$13 million investment from Governor Patrick and the Massachusetts Legislature, nine more schools have implemented Expanded Learning Time (ELT) in the 2007-2008 school year and more than 50 schools are planning for a redesigned school day in the future.

Massachusetts is the birthplace of public education, and we have the opportunity to once again lead the nation with new and innovative solutions that work. After just one year, the ELT Initiative is already yielding promising results. This annual report reviews the experience of the pioneering schools that changed the school day as we know it and showcases what a new school day looks and feels like. The success of ELT's first year is the direct result of critical partnerships at the school, district and state levels. We are thankful for the hard work of all the pioneers, and we are proud to be a part of an initiative that holds such great promise for the children of Massachusetts and beyond.

Chris Gabrieli
Chairman

Jennifer Davis
President

The Expanded Learning Time Initiative Timeline

Massachusetts 2020, the Governor, the Massachusetts Legislature, the Massachusetts Department of Education and schools and district teams across the state have worked closely together to successfully advance a major public policy effort to establish Expanded Learning Time schools in Massachusetts.

Many milestones were reached and surpassed during the last three years – milestones that have laid the foundation for the continued growth of the initiative for years to come.

August / Massachusetts 2020 files *Amicus Curiae* Brief in the *Hancock v. Driscoll* education equality and financing lawsuit making the case that additional time is needed to meet the academic standards set by state law.

October / Massachusetts 2020 forms a prestigious Advisory Board comprised of education, political and civic leaders representing universities, education think tanks, the state, schools, teacher unions and foundations.

June / \$500,000 approved in Massachusetts state budget for Expanded Learning Time (ELT) planning grants to allow school districts to create plans to expand the school day and/or year.

2004

2005

300

Additional learning hours every child in ELT schools receives each year – that's nearly 10 more weeks of school

November / The Massachusetts Department of Education (MADOE) awards ELT planning grants to 16 school districts interested in expanding the school day/year in a subset of schools in Fall 2006.

November / Massachusetts 2020 releases the groundbreaking research report *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*.

November / Massachusetts 2020 begins providing intensive technical assistance to 25 schools in 16 districts that received planning grants.

"Massachusetts became the first state to begin offering schools support to expand time for learning -- about 30% more time. One smart thing they did is decide not to just add some time on at the end of the school day. Instead, they told schools to get creative about using all of their time better."

— Governor Roy Romer, Chairman, Strong American Schools

January / Legislation filed to create ELT grant program in state statute.

April / Massachusetts House of Representatives approves \$5 million in funding to implement ELT in first cohort of schools.

April / MADOE approves the ELT implementation plans of eight school districts and 17 schools making them eligible for state funding pending negotiated labor agreements.

June / Five of the approved districts create labor agreements paving the way for state funding.

July / \$6.5 million approved in final state budget, fully funding all five districts and allowing for a new round of planning grants in 2007.

January / The Center for American Progress, a Washington, D.C.-based policy think tank, releases case study on the Massachusetts Expanded Learning Time Initiative and Senator Edward Kennedy speaks in support of ELT at the event.

April / Twelve schools in eight districts submit plans to MADOE for potential ELT implementation in 2007-2008.

July / Massachusetts Legislature and Governor Deval Patrick approve \$13 million in the FY2008 state budget -- doubling the previous year's appropriation and allowing 9 more schools to implement ELT.

August / 43 schools from 19 districts submit preliminary implementation plans to the MADOE signaling their intent to implement ELT in September 2008.

2006

September / 10 ELT schools in 5 districts, enrolling 4,700 students, open with fully redesigned schedules that expand the school day by two hours, adding the equivalent of 50 school days to the schedule.

November / 29 districts with over 80 schools approved to receive planning grant to plan for potential ELT implementation in 2007-2008 or 2008-2009.

November / Massachusetts 2020 provides intensive technical assistance to twelve schools in eight districts planning for potential ELT implementation in 2007-2008 and to over 70 schools in 24 districts planning for potential ELT implementation in 2008-2009.

2007

September / A total of 18 schools, serving more than 9,000 students and their families, start the new school year as ELT schools.

October / The Joint Committee on Education holds a public hearing on the Expanded Learning Time Initiative. Chris Gabrieli, teachers, superintendents, parents, principals, union leaders and community-based organizations speak in support of the legislation.

November / MADOE awards ELT planning grants to 28 districts, allowing 67 schools across Massachusetts to begin planning for implementation in 2009 and raising the number of schools hoping to redesign their schedules with more time to more than 100.

Cohort I ELT Schools (2006-2007)

School Name	City	Grades served	Number of students
Clarence R. Edwards Middle School	Boston (Charlestown)	6 - 8	343
James P. Timilty Middle School	Boston (Roxbury)	6 - 8	667
Mario Umana Middle School Academy	Boston (East Boston)	6 - 8	625
Dr. Martin Luther King, Jr. School	Cambridge	JK - 8	240
Fletcher-Maynard Academy	Cambridge	JK - 8	230
Matthew J. Kuss Middle School	Fall River	6 - 8	560
Osborn Street School	Fall River	K - 5	385
Salemwood School	Malden	K - 8	1195
Jacob Hiatt Magnet School	Worcester	PK - 6	500
Total			4,745

9,011

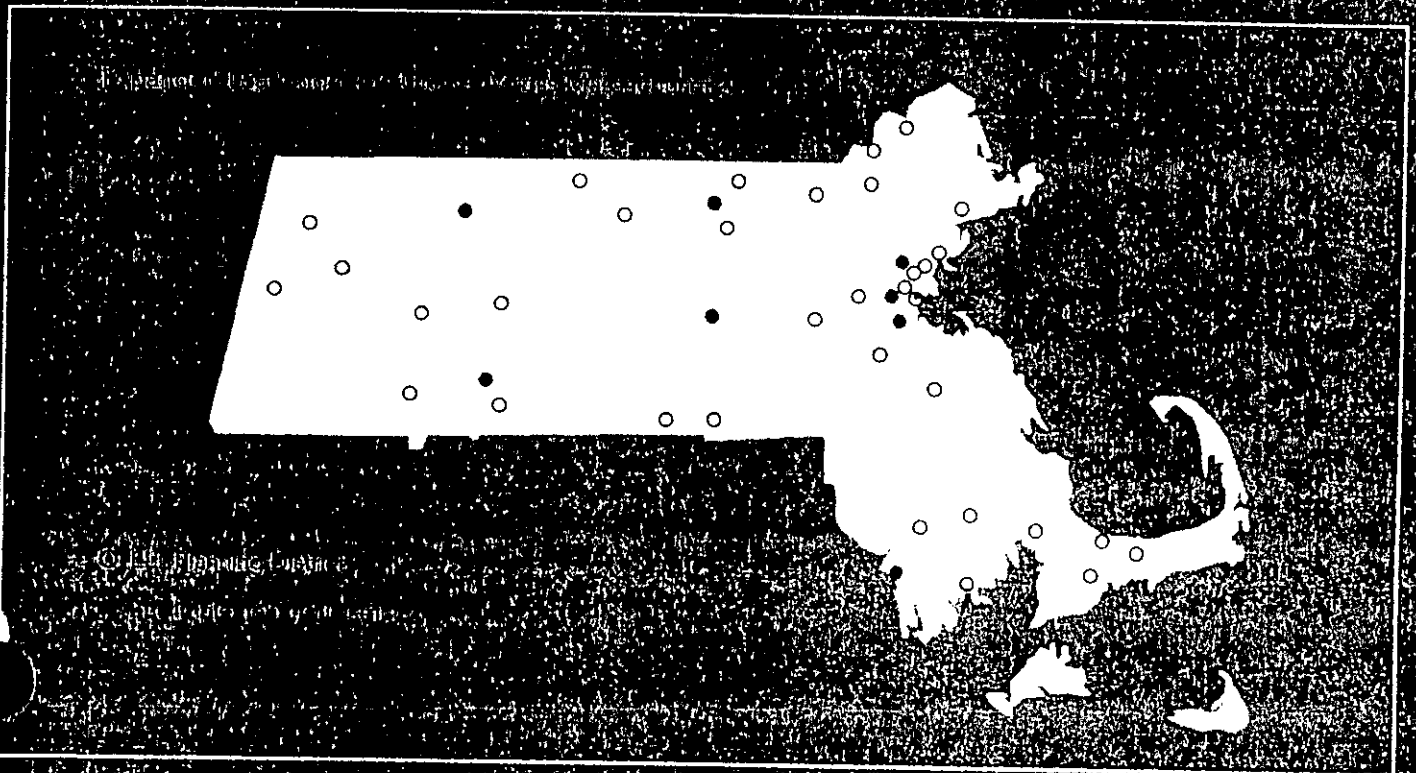
Students enrolled in ELT schools as of September 2007, the start of the 2nd year of ELT, doubling the number who benefited from more time and more opportunities in the first year of ELT

Cohort II ELT Schools (2007-2008)

School Name	City	Grades served	Number of students
Boston Arts Academy	Boston	9 - 12	415
Patrick E. Bowe School	Chicopee	PK - 5	434
North End Elementary	Fall River	PK - 5	556
Academy Middle School	Fitchburg	5 - 8	450
Greenfield Middle School	Greenfield	5 - 8	544
Newton School	Greenfield	K - 4	195
Ferryway School	Malden	K - 8	650
Chandler Elementary Community School	Worcester	PK - 6	315
City View School	Worcester	PK - 6	507
Total			4,266

"Being ready [for our future] means extended learning time, so that there is more time for teachers to spend with individual kids and room in the daily schedule for music, and art, and exercise, and community service, and mentoring and other ways to expand a young person's mind and experience."

- Governor Deval Patrick, University of Massachusetts Boston 2007 Commencement Address



ELT in the Media

The first year of expanded learning time garnered considerable attention from the media both locally and nationally. Here's a glance at what is being said about the initiative to transform our schools:

The Boston Globe Magazine

Saved by the (Later) Bell

Ten schools in Massachusetts are testing a first-in-the-nation initiative to extend learning time. Believe it or not, the students (after initial grumbling) seem to like it, and so do their parents. Shouldn't every school rethink its schedule? (4.29.07)

The Boston Globe

Learning in the afternoons

It's a smart idea. Students often use after-school hours to work or unwind. But the nation must spend these hours more wisely, using them to help students excel so they have a better shot at competing in the global economy. Afternoons can be a chance to master basics, do special projects, take on college-level work or explore careers.

Massachusetts is already trying to escape from the antique 6.5-hour school day. Leading the charge is Massachusetts 2020, a local nonprofit organization that runs an expanded learning time initiative to help schools redesign the learning day. (Editorial 3.18.07)

Fall River Herald News

Extra hours boost MCAS

The state's experimental Extended Learning Time program is paying off immediate results in the form of Massachusetts Comprehensive Assessment System exam scores. (10.8.07)

Eagle Tribune

Taking the time: Educators looking at 8-hour school days to better prepare students, boost test scores.

You have to wait until 3:30 p.m. to figure out what makes Salemwood unique. Because at 3:30 p.m., the nearly 1,200 students at Salemwood go home after nearly eight hours of school. That's an hour-and-a-half more than most Bay State kids. Educators across the country are saying it's about time for a longer school day. (3.18.07)

Associated Press

U.S. schools weigh extending hours, year

School principal Robin Harris used to see the clock on her office wall as the enemy, its steady ticking a reminder that time was not on her side. But these days Harris smiles when the clock hits 1:55 p.m. There are still two more hours in the school day – two more hours to teach math and reading, art and drama. (2.24.07)

Springfield Republican
Extended school day awaits teachers' OK

It's an exciting opportunity for students and teachers... If we expect more of our children in the classroom, then we need to give them more time to learn. (Editorial 6.3.06)

"This initiative will undoubtedly generate a body of evidence to support the common sense notion that added time, used well, will increase learning. The success of this work will likely breed additional interest and adoption by policy makers and practitioners all across the country."

— Paul Reville, Chairman, Massachusetts Board of Education

Worcester Telegram & Gazette

It's about time

Lest some think a longer day is a matter of bored kids watching the second-hand go 'round even more times than before — not so, observers say. The idea, supported by anecdotal evidence, is that a thoughtful reworking of the clock will help keep kids productively engaged and make class time more enjoyable, as well as more effective. ... students in the United States have less instructional time per year — an average of 799 hours — than students in most other industrial countries, which average 889 hours a year, with South Korea in the head at 1,078 hours a year.

America has to do better. Massachusetts is helping to lead the way, not just in adding time, but in seeking to use it smartly. (3.12.07)

New York Times

Failing schools see a solution in longer day

In Massachusetts, in the forefront of the movement, Gov. Deval L. Patrick is allocating \$6.5 million this year for longer days and can barely keep pace with demand: 84 schools have expressed interest. (3.26.07)

Newsweek

Learning Takes Time

The dramatic disparities — for example, kids in Memphis get about five weeks less schooling than kids in Houston — have reignited enthusiasm for an old idea: close the achievement gap by making the school day longer. (1.22.07)

Education Week

Mass. Schools Experiment With Extra Time

Ten public schools in Massachusetts will test whether more learning time can boost academic performance and close the achievement gap between low-income students and their more affluent peers. (9.6.07)

MetroWest Daily News

Leadership for a longer school day

... you don't need to be a professional educator to imagine how much more children could learn if they had more time in school and if that time was used productively. If they are to thrive and succeed, students need more than test preparation. They need a well-rounded curriculum that teaches the whole child. (Editorial 1.10.07)

Malden Observer

Salemwood will seek a second year of extended day learning

Under the extended day curriculum, students are involved in several programs at the school that focus on "exploratory enrichment" — courses outside the mainstream subject matter — as well as core academic improvement. (2.8.07)

The first year of Expanded Learning Time at the Kuss Middle School was very exciting because students, parents, and the whole community truly became engaged in the ELT program.

Students were busy with projects and standards-based learning until about 4:15 everyday. The most surprising aspect was the energy level of the students later in the day. It was gratifying to see that students remained engaged for the whole day because they were excited to participate in special programs like Ham radio and drama – electives made possible by the additional time.

Community institutions stepped forward as important partners in ELT. For example, our forensics class took a trip to the local hospital to explore their lab and a trip to the courthouse to better understand the role that crime scene investigation plays in court.

Kuss used to be considered underperforming, but now students are lining up to come here. With one year under our belt, I think we'll have an even better ELT program next year!"

– Nancy Mullen, Principal of Kuss Middle School in Fall River



Educational Impact

Expanded Learning Time has had a profound educational impact on the school day.

Increased opportunities for academic instruction enable teachers to delve deeper into core academic subjects and gives students the opportunity to ask more questions and to develop a broader understanding of curriculum. More time for learning gives students the chance to apply academic concepts to real-world situations which resonate more powerfully than teaching by textbooks alone.

Kuss Middle School, Fall River: Science is expanded by two additional hours each week to include subjects such as robotics, environmental study and forensics.

With more time, teachers at Kuss are able to use FOSS, a research-based science curriculum that focuses on hands-on, project-based learning. Working in cooperative groups, students focus on real life environmental science – ocean, weather, climate change – and more importantly, how these science concepts affect their community, including the impact on Fall River's fishing industry.

The impact of more time is that students who previously studied science solely from a textbook are now able to experience hands-on experiments, field trips and guest lectures from scientists.

Edwards Middle School, Boston: In addition to regular math classes, students participate in small teams called Math Leagues – a collaborative and socially competitive way to learn and practice math. Teachers found that their students are more compelled to learn equations when math becomes fun. For the 2007-2008 school year, the league model is being expanded to other subjects.

Timilty Middle School, Boston: More time at Timilty allows for the integration of mathematics and 21st century life skills. Students create and maintain a mock checking account, which enables them to learn about banking, personal finance and balancing a checkbook while subtly teaching relevant and meaningful math skills.

Jacob Hiatt Magnet School, Worcester: Students participate in a daily two-hour uninterrupted literacy block. Teachers provide guided reading instruction, and small student-to-teacher ratios allow for individualized instruction.

The redesigned school day at Hiatt also allows teachers the opportunity to integrate several subject areas through a "Facing History, Facing Ourselves" program. History comes alive through this curriculum across different subject-areas making learning memorable and enjoyable for students.

Fletcher-Maynard Academy, Cambridge: Students engage in project-based learning activities, enhancing classroom learning with real-life exposure. As part of a unit on ocean animals, kindergarten students explore books and websites on marine life, visit the aquarium and speak to marine biologists. Scale models of animals are created using math skills.

Fletcher-Maynard students also participate in hands-on math through the TERC Investigations program, an activity-based curriculum that encourages students to think creatively, develop problem-solving strategies and work cooperatively. Students write, draw, and talk about math as well as use manipulatives, calculators and computers to have meaningful experiences with math and learn to be adept problems solvers and develop a deep understanding and appreciation for math.

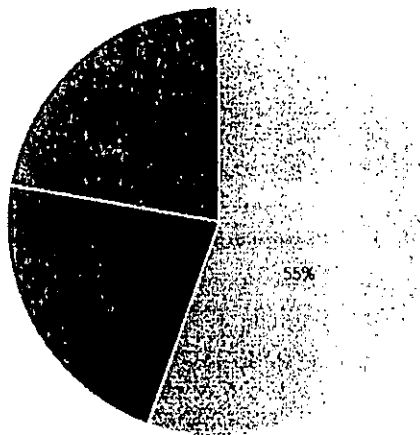
Early Indicators of ELT Success

Although the ten ELT schools in Massachusetts have only had the benefit of more time for one year, parents and teachers are already seeing the impact of this innovative program

Results from Parent Survey

February 2007

Question: Do you think having a longer school day is helping your child improve how they're doing in school?



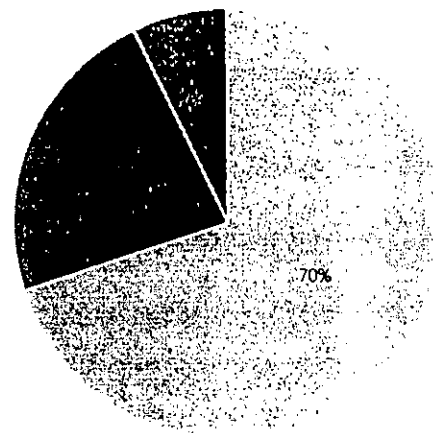
In February 2007, Massachusetts 2020 commissioned a telephone survey of parents of students in three randomly selected ELT schools to gauge their impressions of the impact the first year of ELT was having on their children's performance and interest in school. 77% of parents indicated that they saw improvement in their children's performance in school as a result of the expanded school day. Survey conducted by JEF Associates, Inc.

■ A lot of improvement ■ No improvement
 ■ Some improvement

Results from Teacher Survey

May 2007

Question: What do you believe has been the overall impact of the longer schedule on student academic performance?

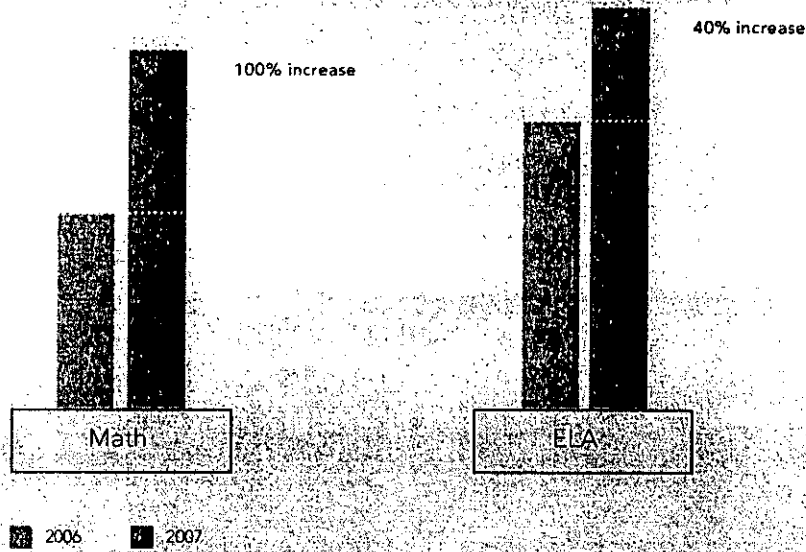


In the Spring of 2007, Massachusetts 2020 conducted surveys of teachers in all 10 ELT schools to gauge their impressions of the first year of implementation as an ELT school. Analysis conducted by Education Direction, Inc.

■ Positive ■ No impact
 ■ Negative

Adequate Yearly Progress in ELT Schools 2006 (pre-ELT) vs. 2007 (with ELT)

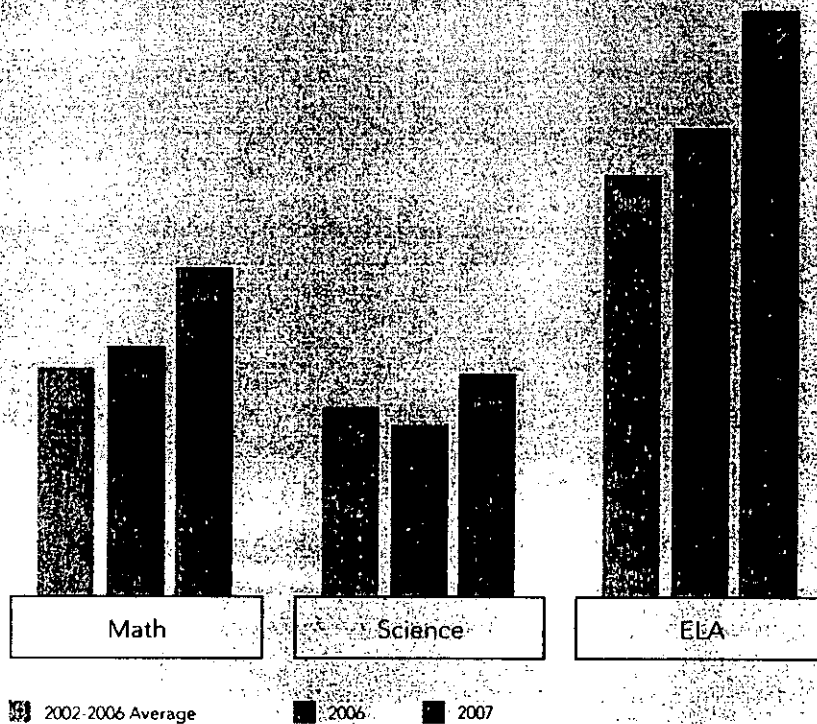
of ELT Schools Making Aggregate AYP



Adequate Yearly Progress (AYP) is the metric devised by the U.S. Department of Education to indicate how successful schools are at moving all students towards proficiency in English/language Arts (ELA) and math. The metric is based on the fact that all schools are expected to make certain levels of progress in order to reach 100% proficiency by 2014. This year, the number of ELT schools reaching their target proficiency rate (i.e., those that made AYP) doubled in math and grew by 40% in ELA.

Percent of Students At or Above Proficiency in MCAS (ELA, Math, Science)

of ELT Schools Making Aggregate AYP



After one year of ELT implementation (2007), the average proficiency rate across the 10 ELT schools grew meaningfully versus student performance in these schools in previous years. As a whole, the student proficiency rate grew 44% in math compared to the four-year average pre-ELT, 19% in science and 39% in ELA.

NOTE: MCAS tests in science began in 2003. Average scores are for 2003-2006.

Percent of Students At or Above Proficiency in ELA

ELT Schools vs. State, 2002 - 2007



○ State
■ ELT Schools

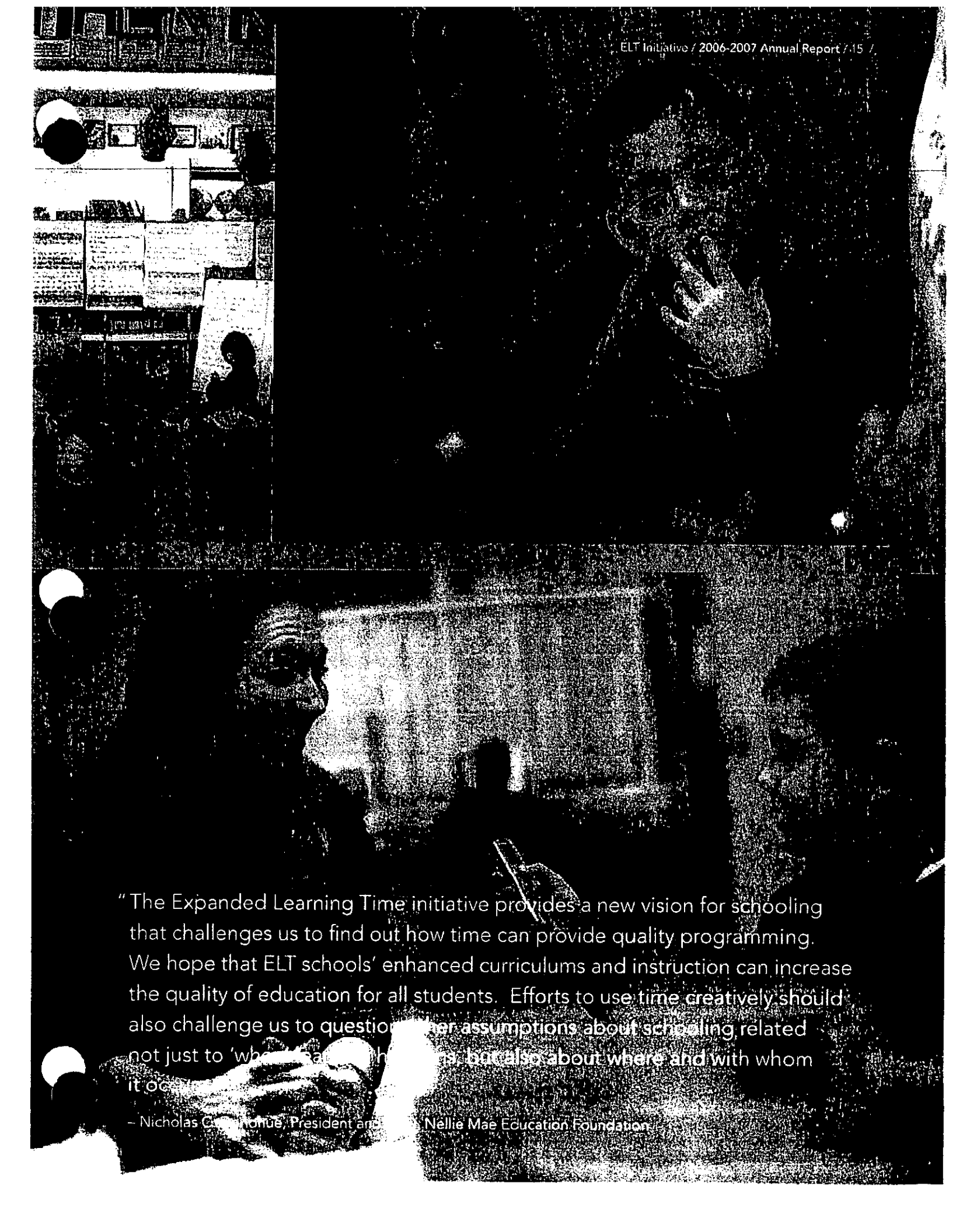
The first cohort of ELT schools serve significantly higher portions of low-income students as compared to the state (75% vs. 29%), and the impact of poverty is seen in the discrepancy in MCAS scores. After one year of having additional time,

the ELT schools have been able to narrow the ELA achievement gap by over seven points - a promising outcome for just one year. Analysis conducted by Education Direction, Inc.

6 of 10

ELT schools made Adequate Yearly Progress in Math, a 100% increase from the previous year — a 40% increase in ELT schools making Adequate

Yearly Progress in ELA



"The Expanded Learning Time initiative provides a new vision for schooling that challenges us to find out how time can provide quality programming. We hope that ELT schools' enhanced curriculums and instruction can increase the quality of education for all students. Efforts to use time creatively should also challenge us to question other assumptions about schooling, related not just to 'when' and 'how' the learning happens, but also about where and with whom it occurs."

— Nicholas Capomonte, President and CEO, Nellie Mae Education Foundation

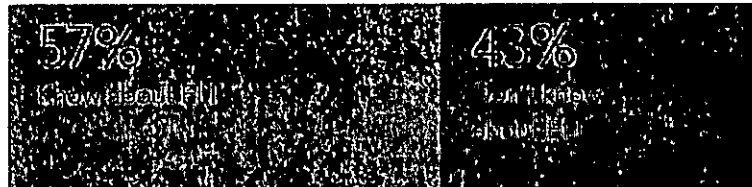
ELT Gaining Public Support

The ELT Initiative Is ...

Source: State House News Poll conducted September 2007

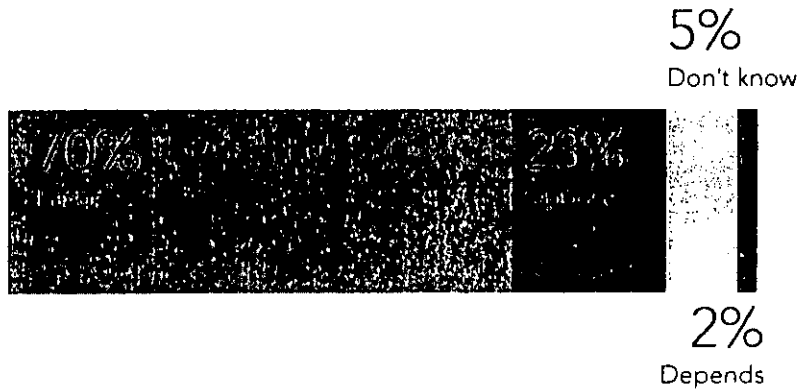
Widely known across Massachusetts

Q: Are you aware of the effort by Gov. Patrick and the legislature to fund a program that lengthens the school day?



Strongly supported

Q: Do you favor or oppose lengthening the school day to add academics and enrichment activities such as music, arts and sports?



Recognized as an important education strategy that balances academics and enrichment

Q: How important do you think it is that students get a well-rounded education, learning about subjects outside the tested areas and getting exposure to arts, health, drama and athletics?



7,488

Additional hours of in-class reading enjoyed across all grades at ELT schools

Friday at Jarrod Hart Magnet School

Before 11:11

After 11:11

9:00 - 9:45 (45min)
Morning Meeting

9:45 - 10:30 (45min)
Library

10:30 - 11:15 (45min)
Music

11:15 - 12:00 (45min)
Math

12:00 - 12:45 (45min)
Math

12:45 - 1:30 (45min)
Writing Workshop / Artist Studio

1:30 - 2:15 (45min)
Science

2:15 - 3:00 (45min)
Internet/Computer

7:45 - 8:00 (15min)
Independent Daily Reading

8:00 - 10:00 (120min)
Literacy Block

10 minute Recess

10:10 - 11:40 (90min)
Math

11:40 - 12:10 (30min)
Lunch

12:10 - 12:40 (30min)
Writers Workshop

12:40 - 1:10 (30min)
Enrichments

1:10 - 2:00 (50min)
Science

10 minute Recess

2:10 - 2:55 (45min)
Additional Academics

2:55 - 3:35 (40min)
Homework Help/Tutoring/
Enrichments

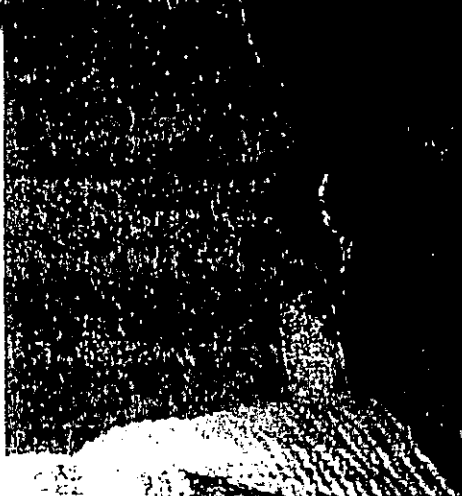
13,000,000

Dollars the Massachusetts Legislature appropriated to fund the ELT initiative in FY 2008, doubling the amount from FY 2007



"Education reform in Massachusetts is at a crossroads. We expect more and more from our students today but we cannot expect them to achieve more if we don't give them the time necessary to succeed. Expanded Learning Time must be included in the next phase of education reform."

-Representative Patricia Haddad, Co-Chair, Joint Committee on Education



"When the Edwards Middle School switched to a longer day, I thought 'great, I can barely stand six and a half hours, who wants to go for nine?' But during the first year I realized that ELT makes school more fun. We are able to choose our electives and when you choose what you want to do, it makes the day go by faster."

There are so many electives and activities, I can't even count them. There's football, karate, cooking, dance, cheerleading. My two electives are Music Production and Band. I'm a multi-instrument musician. I like to play the drums, guitar, bass - I'm interested in anything that makes a lot of noise! In the band ensemble, Mr. Rivera gives us a piece of music that we learn how to read and then learn how to play.

ELT gives me and my friends more time for fun electives, and if I went home at two o'clock, I'd probably be doing nothing. I'd probably sit on the couch with a Mountain Dew watching TV or I'd be out skateboarding. But I'd give up skateboarding and Mountain Dew any day of the week to be here at Edwards. Nothing that you would do out on the streets at two o'clock can compare to what people are doing here at 4:30."

- Leo, 8th grade student, Edwards Middle School in Charlestown



“The YMCA’s goal is to serve kids and families together with their schools. Expanded Learning

Time helps us do that and we can see that both parents and children are happy to have the additional learning opportunities that more time allows.”

– Wendy Zinn, District Vice-President and Executive Director, YMCA of Greater Boston

Broadening Opportunities

The new school day is not about adding time to do more of the same. The redesigned day has expanded students’ opportunities for enrichment and experiential learning – including arts, music, physical education, drama, apprenticeships and more. These engaging programs align with students’ core curriculum, complementing and enhancing understanding of key academic subjects, while supporting a lifelong love of learning, helping students discover their passions and encouraging them to stay in school.

Salemwood School, Malden: Students take special classes to foster problem solving, teamwork and use of technology – critical skills to prepare them for a successful future in the 21st century.

Osborn Street School and N.B. Borden School, Fall River: Students participate in a Nutrition, Health and Wellness block emphasizing healthy foods for healthy kids. Students learn about all aspects of nutrition and integrate math skills with weights and measures; science skills through nutritional information; and language arts with the “Word Wall” – a related vocabulary exercise.

Mario Umana Middle School Academy: Students now have an additional four hours of art and music instruction each week, choosing from courses like drama, video production, keyboarding, drumming, instrumental music or chorus. Over 100 students participate in the Citizen Schools apprenticeship program, interning in businesses, law firms and community organizations. New physical education opportunities include rock climbing at the nearby YMCA.

Students also have the opportunity to take elective courses with Tenacity, a unique program that combines lessons in tennis and literacy to stimulate a love of learning as well as develop qualities of individual responsibility and good citizenship





“The Expanded Learning Time Initiative is an example of what happens when school districts, parents, teachers and their unions work together to meet the needs of students. We have a powerful impact when we collaborate as a community to help each child learn.”

– Anne Wass, President, Massachusetts Teachers Association

Dr. Martin Luther King, Jr. School, Cambridge:

Starting in junior kindergarten, students learn Mandarin Chinese for 30 minutes daily. Students also have the opportunity to participate in a cultural exchange program, traveling to China during their middle school years.

Dr. Martin Luther King, Jr. School students can also work with CitySprouts to create a community learning garden in the schoolyard. CitySprouts provides garden-based lessons with practical learning applications supporting the core academic curriculum in science, history, math, literacy, health and art. This program also enables teachers to use the gardens as a direct extension of their science classes.

Fletcher-Maynard Academy, Cambridge:

At Fletcher-Maynard Academy, students can participate in JAM'NASTICS, a program that provides positive and constructive activities in the art and athleticism of gymnastics and many other styles of dance. Through these activities, JAM'NASTICS cultivates self-esteem and life skills such as goal-setting and conflict resolution, as well as the promotion of physical and mental health, non-violence and drug prevention.

Jacob Hiatt Magnet School, Worcester:

Students and teachers at Jacob Hiatt have forged a partnership with the Worcester Art Museum. Classes visit the museum to observe different artistic styles and mediums, while instructors from the museum often visit classrooms to provide lessons and projects that align with and enhance the curriculum.

Boston

Edwards Middle School

Charlestown Community Center
 Boys & Girls Club
 Medicine Wheel
 Citizen Schools
 MATCH Public Charter School/Americorps
 The Writers Express
 EF Education

Mario Umana Middle School Academy

Citizen Schools
 East Boston Health Center
 East Boston YMCA
 Tenacity
 Zumix
 Project Bread

Timilty Middle School

City Year
 Massachusetts General Hospital
 Simmons College
 Northeastern University
 Suffolk University
 Squashbusters

Cambridge

Dr. Martin Luther King, Jr. School

CitySprouts
 Lesley University Literacy Collaborative
 Science Club for Girls

Fletcher-Maynard Academy

Atlas Communities
 JAM'NASTICS
 Lesley University Literacy Collaborative
 Peace Games
 Science Club for Girls
 Tutoring Plus
 Young Peoples Project

Fall River

John Middle School

Urban Communities College

John Borden Elementary School

Urban Communities College
 Urban Communities College

Osborn Street Elementary School

Urban Communities College
 Urban Communities College
 Urban Communities College

Worcester

Worcester Technical School

Worcester Technical School
 Worcester Technical School
 Worcester Technical School
 Worcester Technical School
 Worcester Technical School
 Worcester Technical School
 Worcester Technical School

Malden

Worcester Technical School

Worcester Technical School
 Bay State Reading Institute
 Citizen Schools
 Partnership for Community Schools
 in Malden
 Teachers 21

"Our school day was created 70 years ago, when we had farms. If we really want to get serious about education, we need longer school days."

- Mayor Thomas Menino, City of Boston



Enhanced Instruction

The redesigned school day offers numerous opportunities for teachers to engage in collaborative planning and focus on strengthening instruction. More time for professional development and one-on-one time with students has significantly enhanced instruction at ELT schools.

Osborn Street School and N.B. Borden School, Fall River: Teachers have 12 additional professional development days each year centered on writing and math instruction. Sessions include grade-level meetings across the two schools, data review and common planning time.

Teachers have used additional time to visit other classrooms and observe their colleagues and are now able to provide feedback to their peers while simultaneously learning and gathering ideas to utilize in their own instruction.

Salemwood School, Malden: Teachers have daily advisory periods to meet with a small group of students to really get to know them and better support their academic and personal needs. During this time teachers may also visit other classrooms to learn from colleagues and observe students in different environments.

N.B. Borden, Fall River: Teachers have used additional time to visit other classrooms and observe their colleagues. Teachers now have time to provide feedback and constructive criticism to their peers while simultaneously learning and gathering ideas to use in their own classrooms.

Dr. Martin Luther King, Jr. School and Fletcher-Maynard Academy, Cambridge: Expanded Learning Time has allowed Cambridge teachers to adopt a cooperative, team-teaching model to better meet the needs of all students. Increased common planning time gives special education teachers the opportunity to collaborate with regular classroom teachers and participate more fully in the classroom environment. Many classrooms now have two teachers, where before, the special education teacher was solely focused on the needs of a few students.

Cambridge ELT teachers also gain up to an hour per day to meet with other teachers to make data-driven decisions, review student work, plan collaboratively and work with literacy and math coaches on classroom observations and instructional improvement strategies.

Boston Schools: Collaborative planning time for Boston teachers is devoted specifically to reviewing student work. Teachers discuss the success of their lessons and why or why not their lesson resonated. Discussion of instructional practices and looking at the work produced by students as a result of those practices and lessons allows teachers to draw conclusions about their methods and evaluate their successes and challenges.

"In my classroom, what I need most is time, and ELT has finally provided it. I have the opportunity to do my job and do it well, like never before.

Before ELT, teachers struggled to meet standards for math and literacy hours per week. Now, not only am I able to meet those requirements, but I have time to incorporate science lessons that were cut out of the shorter day. I can engage and connect with my students while providing lessons, extra help and educational opportunities that I never could offer them before.

Also, ELT exposes kids at the MLK, Jr. School to extracurricular and enrichment activities that they might not normally be exposed to. When I ask my students what they do after school and on the weekends, they usually respond, 'I watch TV, movies, and play video games.' ELT brings cultural and recreational opportunities to these kids that they wouldn't have outside of school and they certainly wouldn't gain through television.

"I'm excited about ELT and my students are too!"

- Christine Fetter, 4th grade teacher, Dr. Martin Luther King, Jr. School, Cambridge

The National Impact of ELT

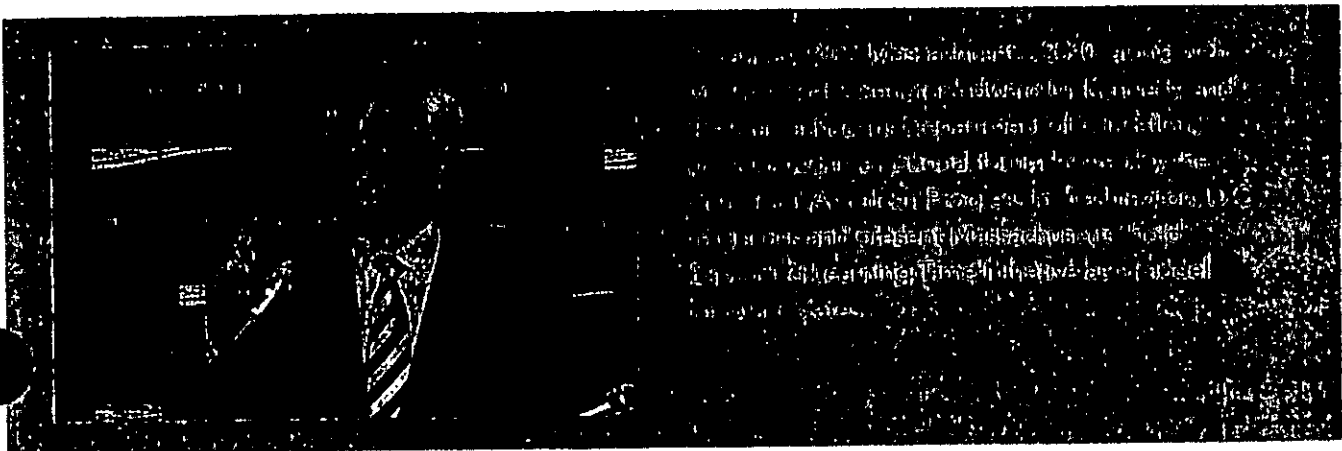
As the movement to close the educational achievement gap and fundamentally change

American public education grows, parents, policy makers and political leaders spanning the educational spectrum — from state leaders to school administrators and from local elected officials to presidential candidates — are increasingly recognizing the necessity of reevaluating the traditional school day.

This national chorus of voices is calling for a new school day capable of providing our children with the tools they need to reach higher and achieve more; a new school day with more time to learn and more time to grow. **From nowhere has this call for change emanated more profoundly than Massachusetts.**

“Expanded learning time programs provide students and teachers with the extra time and opportunities they need for students to succeed both in and beyond the classroom. We’ve seen it work in Massachusetts, and I look forward to expanding this success nationwide.”

– Senator Edward Kennedy, National Center on Time & Learning Launch, October 2, 2007



Center for American Progress



The Center for American Progress (CAP), a Washington, D.C.-based policy think tank, released a case study on the Massachusetts Expanded Learning Time Initiative to help inform other state policy and education leaders.

Education leaders in the U.S. Congress have embraced the Massachusetts model and a federal demonstration has been drafted for inclusion in the reauthorization of the No Child Left Behind bill.

Learn more at www.americanprogress.org.

ED IN

NATIONAL CENTER ON TIME LEARNING

FUNDERS

Massachusetts 2020 is grateful to a growing group of funders who have made significant investments to help launch and grow the Expanded Learning Time Initiative.

Amelia Peabody Foundation

Anonymous Foundation

Bank of America

The Boston Foundation

The Broad Foundation

Gabrieli Family Foundation

Lloyd G. Balfour Foundation

Nellie Mae Education Foundation

William and Flora Hewlett Foundation

The Yawkey Foundation

ELT ADVISORY BOARD

Massachusetts 2020 is thankful for the guidance of this prestigious Advisory Board comprised of education, philanthropic and civic leaders.

Superintendent Karla Brooks Baehr

Lowell, Massachusetts School District

An-Me Chung

Program Officer, Charles Stewart Mott Foundation

Edward Doherty

Special Assistant to the President,
Massachusetts Federation of Teachers

Nick Donohue

President and CEO, Nellie Mae Education Foundation

Former Governor Michael Dukakis

Distinguished Professor, Northeastern University

Richard Elmore

Gregory R. Anrig Professor of Educational Leadership,
Harvard Graduate School of Education

Jack Foley

Vice President for Government and Community Affairs and
Campus Services, Clark University

Thomas Gosnell

President, AFT Massachusetts

Ellen Guiney

Executive Director,
Boston Plan for Excellence

Erica Herman

Principal, Gardner Extended Services School

Jeffrey Nellhaus

Acting Commissioner,
Massachusetts Department of Education

Paul Reville

President, Rennie Center for Education Research and Policy,
Chairman, Massachusetts Board of Education

Donna Rodrigues

Program Director, Jobs for the Future;
Former Principal, University Park Campus School

Alan Safran

Executive Director,
Media and Technology Charter High School (MATCH)

Robert Schwartz

Professor, Harvard Graduate School of Education

Kathleen Skinner

Director, Ctr. for Educational Quality and Professional
Development, MA Teachers Association

Adria Steinberg

Program Director, Creating Successful Transitions for Youth,
Jobs for the Future

Kerry Herlihy-Sullivan

Senior Vice-President,
Bank of America, Philanthropic Management

Paul Toner

Vice President, Massachusetts Teachers Association

Anne Wass

President, Massachusetts Teachers Association



MASSACHUSETTS 2020 BOARD OF DIRECTORS

Chris Gabrieli

Chairman

Cheryl Cronin

Law Office of Cheryl Cronin

Jennifer Davis

Co-Founder and President, Massachusetts 2020

Kelly Fitzsimmons

Co-Founder, Zanana Studios

Tripp Jones

Senior Vice President, The Mentor Network

Andrea Kramer

Attorney, Sullivan, Weinstein & McQuay

Jordan Meranus

Associate Partner, NewSchools Venture Fund

John Palfrey

Executive Director, Berkman Center for Internet & Society at Harvard Law School

Frederick Tilton, PC

Treasurer, Private Accounting Practice

"AFT Massachusetts strongly supports Massachusetts 2020's collaborative approach to expanding learning time which will help students be successful in school. Expanded learning time needs input and agreement from teachers, administrators, parents and community members in order to succeed."

-- Thomas Gosnell, President, American Federation of Teachers Massachusetts



MASSACHUSETTS 2020 LEADERSHIP AND STAFF

Co-Founders

Chris Gabrieli, Chairman

Jennifer Davis, President

Tracy Abercrombie

Assistant to the President

Crystal Bish

Special Assistant to the Chairman

Blair Brown

Associate Director of Public Policy

Helenann Civian

Expanded Learning Time Initiative Program Director

Linda Desatnick

Executive Assistant to Chairman

David Farbman

Research Director

Beth Herbert

Expanded Learning Time Initiative Program Associate

Kara Higgins

Administrative and Research Assistant

Claire Kaplan

Director, Regional Planning,
Expanded Learning Time Initiative

Ben Lummis

Managing Director, Expanded Learning Time Initiative

Ann McCall

Associate Director of Communications

Jeff Paquette

Vice President for Strategic Growth & Development

Emily Raine,

Expanded Learning Time Initiative Partnerships Manager



932

Children who received swimming lessons
during their expanded school day





"What I like about the expanded learning day is that my son Leonard gets an opportunity to do his homework independently, but if he has questions or has any issues, he can work with his teachers to make sure that his homework is done right the first time."

—Sheila Goodwin, mother of Leonard Goodwin, student at Jacob Hiatt Magnet School in Worcester





Malina Kozak 2020
Orna Weisba Shatz 3/11/11
Dobson, May 2011
Tel: 438-222
www.mshatz.com