

SB822

Measure Title: RELATING TO EDUCATION.

Report Title: Department of Education; Student Instructional Hours

Description: Applies the requirement for all public secondary schools to implement a school year that includes 990 student instructional hours to all school years beginning with the 2015-2016 school year. Repeals the requirement that by the 2016-2018 school years, all public schools implement a school year of 180 days and 1,080 student instructional hours for both elementary and secondary school grades. Clarifies that the definition of "student instructional hours" shall be determined by the board of education in consultation with the exclusive representatives of the appropriate bargaining units.

Companion: [HB14](#)

Package: None

Current Referral: EDU/JDL, WAM

Introducer(s): KIDANI, NISHIHARA, Dela Cruz, Espero, Galuteria, Wakai

Sort by Date		Status Text
1/23/2015	S	Introduced.
1/26/2015	S	Passed First Reading.
1/28/2015	S	Referred to EDU/JDL, WAM.
2/10/2015	S	The committee(s) on EDU/JDL has scheduled a public hearing on 02-13-15 1:00PM in conference room 229.

S = Senate | H = House | D = Data Systems | \$ = Appropriation measure | ConAm = Constitutional Amendment



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

Date: 02/13/2015
Time: 01:00 PM
Location: 229
Committee: Senate Education
Senate Judiciary and Labor

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0822 RELATING TO EDUCATION.

Purpose of Bill: Applies the requirement for all public secondary schools to implement a school year that includes 990 student instructional hours to all school years beginning with the 2015-2016 school year. Repeals the requirement that by the 2016-2018 school years, all public schools implement a school year of 180 days and 1,080 student instructional hours for both elementary and secondary school grades. Clarifies that the definition of "student instructional hours" shall be determined by the board of education in consultation with the exclusive representatives of the appropriate bargaining units.

Department's Position:

The Department of Education offers the following comments on the proposed legislation:

- 1) Elimination of definition of "student instructional hours": The Department supports the bill's elimination of the definition of "student instructional hours" and the directive that the Board of Education provide that definition. The lack of consistency in interpretations of student learning time between the Department and Hawaii State Teachers Association creates confusion and subsequent burden on educators.
- 2) Delayed requirement of 990 instructional hours for secondary schools to School Year (SY) 2015-16: While the Department supports the bill's intention to delay the 990 instructional hours requirement from SY 2014-15 to SY 2015-16, schools are already implementing this requirement.
- 3) Elimination of increased requirements to 1080 instructional hours annually: The Department supports the bill's elimination of the required increases to 1080 instructional hours. It is a challenge for schools to meet the requirements in the context of the current Collective Bargaining Agreement and the Department's budget.

The Department would support replacement of minimum *instructional* hours requirements with a minimum *school* hours requirement to provide an alternative way to ensure equity for student learning time across the state.

4) Elimination of planning for extension of school year to 190 days: The Department supports the elimination of the planning for an extension of the school year from 180 days to 190 days.

Implementing an extension of the school year requires multiple years of planning and coordination to address its impact on every aspect of school and system budget and operations. An extension of the school year impacts costs associated with salaries, daily operational costs of education (including, but not limited to, student transportation, lunch, and utilities) and student support services, such as those provided for students with disabilities, and fringe costs. The Department estimates it would cost \$55 million annually to extend the school year by 10 days.

Furthermore, issues including work year, salaries, and pay schedules would need to be negotiated with the affected collective bargaining units. For example, the current 2013-2017 agreement with the Hawaii State Teachers Association includes a maximum of a 190-day work year that includes 10 days without students (4 days at the beginning of the school year, 1 day between semesters, 1 day at the end of the school year, 1 day for Teacher Institute Day, 2 planning and collaboration days, and 1 day converted to 6 hours to use in ½ hour increments). An increase to 190 days with students would require either the elimination of those 10 days without students (which are critical days for teachers' planning, collaboration and professional growth) or a change to the collective bargaining agreement to extend the teacher work year to 200 days.

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

Senate Committee on Education
Senator Michelle Kidani, Chair
Senator Breene Harimoto, Vice Chair

Senate Committee on Judiciary and Labor
Senator Gilbert Keith-Agaran, Chair
Senator Maile Shimabukuro Vice Chair

February 13, 2015

Dear Chairs Kidani and Keith-Agaran, Vice Chairs Harimoto and Shimabukuro and Committee Members:

This testimony is submitted in support for SB822 on student instructional hours.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

Act 167/52, establishing a minimum number of student instructional hours and days per year, was passed in 2010 for three primary purposes:

1. Prevent future furloughs for students
2. Provide instructional time equity among Hawaii students and their mainland peers
3. Establish transparency and clarity in the definition and amount of instructional time provided by each school

Hawaii is unique; the only state that is one school district, with one funding source, and one union contract for all teachers. This should help ensure that equity exists across the state. Instructional time for students should be no different. Prior to the law, there was great disparity especially in secondary schools on instructional time for students. The law has helped bring schools in line. Therefore, we support the first phase of the law, which requires 180 days and 915 and 990 student instructional hours per year for elementary and secondary schools, respectively.

We agree with eliminating the second phase of the law which requires an increase of all schools to 1080 student instructional hours a year from 2016, in particular, because schools will be challenged with another change in schedules and because schools will not have the financial resources to support the increase in instructional time. However, we also recognize that 1080 student instructional hours per year is average across states, especially in the secondary years (see table attached). Therefore, Hawaii at 915 and 990 hours per year is below national averages.

We also agree with the bill which has the Board of Education in consultation with representatives of collective bargaining units define student instructional time; we recommend that the definition be broadened to give more flexibility to schools with the goal of creating schedules that are best for student learning.

Thank you for the opportunity to testify. Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Center for Civic Education
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
*Good Beginnings Alliance
Harold K.L. Castle Foundation
*Hawaii Appleseed Center for Law and Economic Justice
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Nutrition and Physical Activity Coalition
*Hawaii State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
*Kaho'omiki
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Our Public School
*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i

Punahou School PUEO Program

Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

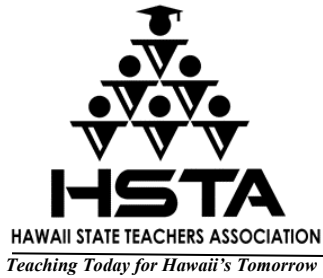
Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

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

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

STATE	1	2	3	4	5	6	7	8	9	10	11	12
<i>average</i>	930	936	936	976	976	986	1006	1009	1015	1015	1015	1014
AK	740	740	740	900	900	900	900	900	900	900	900	900
AZ	712	712	712	890	890	890	1000	1000	720	720	720	720
CA	840	840	840	900	900	900	900	900	1080	1080	1080	1080
CO	868	868	868	868	868	1056	1056	1056	1056	1056	1056	1056
CT	900	900	900	900	900	900	900	900	900	900	900	900
DE	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1032
FL	720	720	720	900	900	900	900	900	900	900	900	900
GA	810	810	810	900	900	990	990	990	990	990	990	990
ID	810	810	810	900	900	900	900	900	990	990	990	880
KS	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1086
KY	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
LA	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
MA	900	900	900	900	900	890	990	990	990	990	990	990
MD	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080	1080
MI	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098
MN	835	835	835	835	835	835	1020	1020	1020	1020	1020	1020
MO	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044
MT	720	720	720	1080	1080	1080	1080	1080	1080	1080	1080	1080
NC	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025
ND	951.5	951.5	951.5	951.5	951.5	951.5	951.5	1038	1038	1038	1038	1038
NE	1032	1032	1032	1032	1032	1032	1032	1032	1080	1080	1080	1080
NH	845	845	845	845	845	890	990	990	990	990	890	890
NM	990	990	990	990	990	990	1080	1080	1080	1080	1080	1080
OH	910	910	910	910	910	910	910	910	910	910	910	910
OK	900	900	900	900	900	900	1080	1080	1080	1080	1080	1080
OR	810	810	810	900	900	900	900	900	990	990	990	990
PA	900	900	900	900	900	900	900	900	990	990	990	990
SD	875	875	875	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5
UT	810	990	990	990	990	990	990	990	990	990	990	990
VA	990	990	990	990	990	990	990	990	990	990	990	990
WA	1000	1000	1000	1000	1000	1000	1080	1080	1080	1080	1080	1080
WI	1050	1050	1050	1050	1050	1060	1137	1137	1137	1137	1137	1137

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



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

TESTIMONY BEFORE THE SENATE COMMITTEES ON
EDUCATION AND JUDICIARY AND LABOR

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Wilbert Holck
Executive Director

DATE: FRIDAY, FEBRUARY 13, 2015

RE: S.B. 822 – RELATING TO EDUCATION

PERSON TESTIFYING: JOAN LEWIS, VICE PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chairs Michelle Kidani, Gilbert Keith-Agaran and Members of the Committee:

The Hawaii State Teachers Association (HSTA) **opposes S.B. 822**, relating to education.

Since the passage of Act 167, (Session Laws of Hawaii 2010) schools across Hawaii have been working towards implementing a bell schedule to conform to Act 167. Numerous scheduled meetings, plans, and time have been spent in order to implement Act 167/52 by the teachers and school officials. The Department of Education (DOE) has also tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

We recognize that the intent of this bill is to mitigate any further increase in instructional minutes. This is essential, because any increase at this point would become yet another unfunded mandate for teachers and schools to address.

Unfortunately, it does not go far enough as schools have already been put in the position of creating “Frankenstein-schedules” that have either increased class sizes or forced schools to become “creative” in determining what instructional time means.

We would like to work with all parties to appropriately address the issues of student learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in their unique learning communities.

As such, at this time we cannot support this bill and continue to support a full repeal of Act 167.

Thank you for the opportunity to testify in **opposition to S.B. 822**.

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:01:13 PM

Alicia Jacobson
PO Box 81473
Haiku, HI 96708-1473

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Alicia Jacobson

I am a teacher at Haiku Elementary School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal or fully fund of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Alicia S. Jacobson

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB822 on Feb 13, 2015 13:00PM
Date: Thursday, February 12, 2015 9:45:33 AM

SB822

Submitted on: 2/12/2015

Testimony for EDU/JDL on Feb 13, 2015 13:00PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Amy Perruso	Individual	Oppose	Yes

Comments: TESTIMONY FOR SENATE BILL 822, RELATING TO STUDENT INSTRUCTIONAL HOURS Honorable Chair Kidani and committee members: As a mother of a young child in a Hawaii public school and as a public high school teacher, I am submitting testimony in strong opposition to Senate Bill 822, relating to student instructional hours. This legislation is a thinly disguised attempt to salvage the failed policy of Act 167. The voters in the last election, despite Governor Abercrombie's delusions to the contrary, were expressing extreme discontent not with his support for same sex marriage but with his betrayal of progressive principles and allies, including not only teachers but also those ordinary workers and citizens who send their children to public schools. The Abercrombie coalition embraced the 'education deform' policies developed by various 'astroturf' philanthro-capitalist organizations like HE'E, the Good Beginnings Alliance, the Learning Coalition, the Castle and Cook Foundation and the Kellogg Foundation, among others, ultimately reflecting the interests not of the public, or ordinary citizens, but of the Chamber of Commerce and private, largely corporate, interests. This has become increasingly apparent and obvious, especially with the advocacy behind Con Am 4. Many ordinary citizens in Hawaii justly view these "educational reform" policies as an effort to deconstruct and privatize public education in Hawaii. SB 822 is an effort to salvage the remnants of an approach to public education policy that many see as an attack on public education itself. When demands are placed on systems that lack the institutional and resource capacity to absorb or respond to these demands, these systems or institutions will begin to fray around the edges and actually fracture in ways that are irreparable. All of those who spend their lives within the public education system know that it is entering a deeper stage of crisis, crisis that is not apparent to those who sit outside and observe the system. Please, before you make any additional public policies with respect to instructional hours, spend just a week, or even two days, shadowing an ordinary student in an ordinary public school, observing and reflecting on that child's experience in school, and then consider why the private schools to which the social and political elite in this state send their children are NOT embracing any of these educational policy "reforms." The answer is that the "reforms" are not evidence-based, they are not good for kids, and they do not increase meaningful learning. Act 167 is failed policy. We need to have a strong and substantive debate on public education in this state, led not by those with an interest

in dismantling public education but by those whose children and whose professional lives are centered in our public schools. Public policy should be redirected to serve truly public interests. Let's start by opposing 822, and repealing Act 167.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:26:15 PM

Angie Miyashiro
P.O. Box 1254
Volcano, HI 96785-1254

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Angie Miyashiro

I am a teacher at

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Angie Miyashiro
8089602303

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:11:16 PM

Anne Cross
29-159 'Io Place
Hakalau, HI 96710

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Anne Cross.

I am a special education teacher at Chiefess Kapiolani Elementary School in Hilo, Hawai'i.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Anne CK Cross
8089375671

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 7:01:16 AM

Brent Mukai
84-707 Kiana Place Apt 109B
Waianae, HI 96792-1727

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Brent Mukai.

I am a teacher at Waianae Intermediate School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Brent Mukai
9253329430

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: *Submitted testimony for SB822 on Feb 13, 2015 13:00PM*
Date: Thursday, February 12, 2015 9:05:56 AM

SB822

Submitted on: 2/12/2015

Testimony for EDU/JDL on Feb 13, 2015 13:00PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Cade Watanabe	UNITE HERE Local 5	Oppose	No

Comments:

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 12:37:15 PM

Chris Korsak
1519 Nuuanu ave #176
Honolulu, HI 96817-3754

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Chris korsak

I am a teacher at Kawanakoa MS

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Chris Korsak
8082823831

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:06:49 PM

Christie Yamane
99-845 Aiea hts dr
Aiea, HI 96701-3504

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is christie Yamane

I am a teacher at waipahu intermediate school.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Christie Yamane
675-0177

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 3:06:13 AM

Colleen Pasco
P.O. Box 597
Kapaau, HI 96755-0597

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Colleen Pasco and I am a teacher at Kohala High School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Colleen Pasco
808-884-5042

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 6:19:29 AM

Collin Young
42-522 Kalaniana'ole Hwy
Kailua, HI 96734-4366

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Collin Young

I am a teacher at Olomana School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Collin Young

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 8:41:37 AM

Cynthia Luafalemana
PO Box 1504
Kaunakakai, HI 96748-1504

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is

I am a teacher at

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Cynthia Luafalemana
808-336-1616

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 9:26:35 AM

David Mitchell
1020 Aoloa Place #204A
Kailua, HI 96734-5247

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is David Mitchell

I am a teacher at Radford High School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

David Mitchell
8083977822

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:51:04 PM

Dawn Raymond
P.O. BOX 10698
Hilo, HI 96721-5698

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Dawn Raymond

I am a teacher at Waiakea High School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Dawn Raymond

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:41:10 PM

Edward Garcia
220 Keala Place
Kihei, HI 96753-7804

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Edward B. Garcia and I'm a school counselor at Maui Waena Intermediate School. I am writing to you to strongly oppose SB822 relating to education, which requires public secondary schools to continue to implement 990 student instructional hours and tasks the Board of Education with defining "student instructional hours."

We already have available school time at our schools. That would be the total number of hours in the school day and days in the school year. Often defined by school opening and closing times or the total number of days students are required to attend school. In Instructional time, I see it as the number of hours students spend in class "seat time". Instructional time does not include lunch, recess, or other non-instructional activities. What's important is the learning time. This is defined as the portion of classroom instructional time when students are engaged in learning activities and actively learning. Learning time could be composed of "engaged time" and "academic learning" time.

I strongly oppose this measure for the following reasons: Instructional time increases put into statute under Act 167, including the 990-hour requirement, disregards collective bargaining. Teacher instructional minutes and the distribution of the teacher workday are negotiated pursuant to Chapter 89, but are directly impacted by instructional time increases. It's the teachers right to negotiate the amount and use of work time, Act 167 must be repealed to its entirety.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167 to its entirety.

Thank you for the opportunity to provide my testimony.

Sincerely,

Edward Garcia

COMMITTEE ON EDUCATION
Senator Michelle N. Kidani, Chair
Senator Breene Harimoto, Vice Chair

COMMITTEE ON JUDICIARY AND LABOR
Senator Gilbert S.C. Keith-Agaran, Chair
Senator Maile S.L. Shimabukuro, Vice Chair

February 13, 2015
1:00pm, Conference Room 229

Eileen M.S. Nims
94-117 Hokuali'i Ct
Mililani, HI 96789

Testimony in Support of SB822

Honorable Chair Kidani, Vice Chair Harimoto, Chair Keith-Agaran, Vice-Chair Shimabukuro, and Committee Members,

As a public school parent of three children in Mililani and former PTA President, I write in SUPPORT of SB822.

I understand that the intent of this bill is to repeal most of Act 167 (2010). I support this measure because the stipulations in Act 167 put far too much stress on teachers to provide the additional hours of instruction without considering the quality of that instruction. When it comes to children's education, quality should supersede quantity. Teachers should be able to focus on the content of the information and to cater to differing learning styles rather than be required to drag the day on longer than the attention span of our children in their classrooms.

The other reason I support repealing most of Act 167 is that it would only be reasonable to increase the teachers' salaries in direct proportion to the increase in their work hours. In other words, if they don't receive a 10% pay raise, it is unreasonable to raise the instructional hours by 10%.

I ask that you vote in favor of SB822.

Thank you for the opportunity to testify.

Sincerely,

Eileen M.S. Nims
William S. Richardson School of Law, Class of 2016

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 9:15:58 AM

Erik Jennings
1353 Hoapili Street
Lahaina, HI 96761-1733

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Erik Jennings

I am a teacher at Lahainaluna High School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Erik Jennings
385-6592

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 10:43:35 AM

Felicia Ferrance
1111 14th Avenue
Honolulu, HI 96816-3718

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Felicia Ferrance

I am a teacher at Kawanakoa Middle

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Felicia Ferrance
808 443-7502

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:46:09 PM

Iolani Kuoha
POB 491
Hoolehua, HI 96729-0491

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Iolani Kuoha

I am a teacher at Molokai Middle

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Iolani Kuoha
8085679020

A Parent's Thoughts on Hawaii Schools' Instructional Hours
2/10/2015

Although I don't want to sound long-winded, I thought I'd sum up my current position on the issue of Instructional Hours below.

I know there are attempts to kill Act 167 altogether (primarily supported by the Teacher's Union), and those that want to keep things as is and allow the increased time requirements to kick in next year and subsequently, as scheduled. The Bills presented being somewhat of a compromise.

So far I believe forcing the increased hours, and keeping the Act as is, would be beneficial for kids. (Although I have said that I am still learning about the issue and open to change my position.) I do recognize the point of diminishing returns argument, but based on the instruction plan for my daughters, and their previous performance at other schools, I believe children (not just mine) can handle just one more hour per day. In fact, **I believe they need it.**

A little background on me and my family. I have recently moved to Hawaii, and made a conscious decision to live in the local community, and have my kids attend the local elementary school. Despite many people not wanting to send their kids to public school, citing many of these concerns as reason to send their kids to private school or home school, we are supporters of the public school system. It is why we pay taxes, and I believe it is the strong foundation for a strong society at large.

I wish I could fill this gap in my children's education, but as I'm sure is the case with many parents, due to the significant demands of work and the simple lack of time that we have trying to balance work-home priorities, it's simply not possible. And leaving it on parents by prescribing excessive homework to fill in the gaps is not an appropriate strategy. Although I believe that parents have an essential role to play, there is a reason we pay our taxes and send our children to schools, as home-schooling (or private school) is not viable for everyone (although I sincerely applaud those who have the ability and time to homeschool). However, as I suspect is the case with many parents, not just us, we simply are not able to do as much at home as our daughters needs. With my work schedule, I'm just happy to be able to see my kids before they go to sleep. And with my wife having to juggle 4 kids, oldest 9 and youngest 2, she is hardly able to devote much time to any one daughter's educational needs - staying sane and keeping the house from erupting into anarchy is a feat in itself....

When meeting with the local school earlier in the year about one of my children's instructional plans, the lack of instructional time became very acute and it became evident there are simply not enough instructional minutes in the day to get what's needed done. The simple fact is that after discussing in detail all of my daughter's needs, we **simply ran out of time in the school day** to be able to appropriately address her needs. Since then, I have been trying to monitor her progress, and I believe she is not doing as well because there simply isn't enough time in the school day to give her enough instruction.

In order to help fill this gap, we have been searching for a tutor for our daughter but have had trouble finding a suitable one. But I don't believe this should be the answer either.

Also, I believe schools are themselves showing a need for additional time. One of my daughter's teachers started **after school tutoring** (on her own time I might add), which is excellent, but something my other daughters need also. In addition to this, I hear that a program called **Cafe** is starting up (again), which will at least reimburse teachers for this extra instruction/tutoring time after regular school hours. In my opinion, this shows there is a **demonstrated need**. These things should augment normal schedules when needed, but it still leaves the question of an incomplete education which the State should provide from the outset.

Again, it all continues to come back to the amount of instruction they should be getting during normal instruction at school.

I have heard various things, some regarding the history here and problems between the Teacher's Union and the Governor, etc. Bottom line, to me, has been that since the girls started school, I have been feeling that the number of hours, instruction/contact time, is less than what it has been in previous schools, a good hour less per day. If you consider that's **5 hours a week they're missing**, and current requirements are for 5 hrs 5 min of instruction per day, that is a good day less of instruction per week that they are getting. That is a significant amount of time.

I understand this may be a decision way above my head, but as a parent, if I don't say something then I feel I don't have much of a right to complain. Plus, I would like my girls to learn some day how to properly bring up concerns when they see something they think should be changed or improved.

Anyway, I'm happy with the school in general, and have always been a supporter of public schools. But, this is one thing that to me, seems like it would drastically improve children's performance in school and learning overall. I understand there are likely many other complicated issues surrounding this, among them being teacher's pay (and I would support increasing teachers' pay), but at the end of the day, if our children are truly our priority as many say, then I think we should be putting our money where our mouth is... Our kids' future, and ours (as they will be the ones taking care of us) depends on it.

Thanks.

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:56:07 PM

James Cadiz
95-987 Ukuwai St.
Mililani, HI 96789-6946

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is

I am a teacher at

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

James Cadiz Jr.
808-497-1897

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:31:19 PM

Jason Chin
45-706 Lanipola Pl
kaneohe, HI 96744-2921

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is

I am a teacher at

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Jason Chin

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:31:18 PM

Jodi Kunimitsu
140 UWAPO RD. APT. 52-103
KIHEI, HI 96753-7433

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Jodi Kunimitsu.

I am a teacher at Maui High School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Jodi Kunimitsu
(808) 645-0305

**Senate Committee on Education
Senate Committee on Judiciary and Labor
February 13, 2015
2:00 pm**

Submitted by: Melanie Bailey and Kathy Bryant

SB 822: Testimony with proposed Amendments

Aloha Chairs Kidani and Keith-Agaran, Vice Chairs Harimoto and Shimabukuro, and members of the Committees,

We are parents who were actively involved in the enabling legislation following the Furlough crisis in 2009. Along with other parents and community members, we provided information to the Education Committees on other state policies and also conducted research on Hawaii bell schedules, discovering that the student time in Hawaii varied considerably from school to school. We have continued to follow the implementation of the Hawaii law as well as track changes in policies nationally. We are very proud of the effort of our schools to comply with the law. We also understand the challenges that have come with marrying the law with the HSTA contract. We hope this year we can resolve some of these challenges by amending the law.

Act 167, establishing a minimum number of student Instructional Hours and Days per year, was passed in 2010 for three primary purposes:

1. Prevent future furloughs for students.
2. Provide instructional time equity between Hawaii students and their mainland peers.
3. Establish transparency and clarity in the definition and amount of instructional time provided by each school and set a floor for student time in school.

Act 167 sent a clear message to the community, that the legislature takes education seriously and that reduction of student instructional time would never again be compromised due to budget issues. All Hawaii students would receive the same amount of instructional time as their peers on the mainland. All Hawaii families would know that their child receives the same minimum amount of instruction as every other student in the state.

After reviewing the most current data on state statutes relating to instructional time, we find that Hawaii could meet the next phase of the law which is 1080 hours a year, or an approximately 6 hour student day. **It is the definition, not the amount of time that is the issue.** Amending the definition would allow us to retain our commitment to our students and teachers to provide equity, and not take a step backwards in the eyes of the community and other states.

As such, we oppose the elimination of the next phase, section (d) of the bill, and instead propose that the definition of student instructional time be simplified to support implementation.

Background:

Prior to Act 167, Hawaii was the only state that did not set by law a minimum number of student instructional days or hours per year. Instructional time has been determined through the collective bargaining process between the state and Hawaii State Teachers Association. In 1997, Ben Cayetano increased teacher salaries and the number of days of student instruction from 173 to 180.

In 2009, with the implementation of furlough Fridays, it became apparent that student classroom time could be a negotiable budget item. Without a state mandate to protect student instructional time or number of days, the state and unions could adjust the number to meet budget requirements. Act 167, establishes that schools must provide a minimum of 180 of student instructional days and a minimum number of instructional hours: 915 hours for elementary and 990 hours for secondary school per year, and expanding to 1080 in the 2016-17 school year.

Act 167 was implemented to bring transparency and clarity to student instructional time statewide. At the time of implementation research from Hawaii elementary and secondary schools, showed that student instructional time varied considerably, particularly at the secondary level (as much as 200 hours a year, the equivalent of 33 school days!). This, despite the fact, that Hawaii operates as one school district, with one funding source and one contract for all teachers statewide. The first phase has been implemented statewide and without additional cost. It has however, been challenging. In part due to the very prescriptive language in the definition in the law. Changes in the definition could maintain the 1080 minimum number of hours, keep Hawaii on pace with the national average, and provide more flexibility to the schools in creating their bell schedules.

Recommendation and Amendment:

SB822 proposes to eliminate the increase to 1080 student instructional hours per year in the year 2016-18 years. We oppose the deletion of this section (d). Rather, **we would like to see the legislature amend and simplify the definition of student instructional time to support implementation.**

According to the most current report from the Education Commission of the States, in their October, 2014 update titled "Number of Instructional Days/Hours in the School Year", states are moving more toward having both minimum days per year and minimum number of hours per year or hours per day. The document is attached and can be accessed at www.ecs.org/clearinghouse/01/15/05/11505.pdf

One of the clear findings, is that most states that have a minimum time requirement, define the time differently by age. Our statute applies to all grade levels. Making the law age appropriate would respect the learning differences at each school level. In order to give the BOE, DOE, Complex Areas and/or schools more flexibility in meeting the minimum requirement and to align the Hawaii state definition to other statutes we propose the following amendment to the law:

For elementary and middle schools: Student time is "bell to bell" and includes lunch and recess.

For secondary schools: Student time is "bell to bell" and excludes lunch and recess*.

*It should be noted that in our research, Hawaii high schools are unique in offering recess. The recess time was created to coincide with a 15 break period in the teacher contract and also to support a wellness guideline to encourage exercise. When passing time is included, Hawaii high school students

have 25-30 minute “recess” and another 30 -35 minute “lunch” period in their day or a total of 55-65 minutes of non-classroom time. While the state law does not need to address this issue, excluding lunch and recess from the 1080 minimum would require the BOE to look more closely at the issue and find alternatives that provide time for teachers to have a break without taking so much time for students. For example, the BOE could allow for an “extended morning passing time” of 15 minutes in High Schools, which would allow for the mandatory teacher break.

Our statute should be simple and easy to understand. The law is intended to create a minimum number of hours and days. The BOE, DOE and schools can further refine the definition by policy if needed to clarify length of passing time, bell schedule options, etc. **It is also important to note that the law allows for a waiver from the minimum time, for any school that can demonstrate student success.** This is an important component of the law and should be retained.

We look forward to working with you. We encourage you to look at our research and look favorably on our request.

Thank you.

**Number of Instructional Days/Hours/Exclusions in the School Year
State Policies Related to the School Year**

State	Minimum Amount of Instructional Time/Year		INCLUDES		
	In Days	In Hours	Lunch	Recess	Passing
Alabama	180 or the hourly equivalent	6 hour days (1080)	NO	NO	
Alaska	180	Grades K-3 ~ 740 hours, Grades 4-12 ~ 900 hours	NO	NO	NO
Arizona	180 or the hourly equivalent	Grades 1-3 ~ 712 hours, Grades 4-6 ~ 890 hours, Grades 7-12 ~ 1000 hours	NO	NO	
Arkansas	178	6 hours/day or 30 hours/week (1068)	NO		NO
California	180	Grades 1-3 ~ 840 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 1080 hours	NO		NO
Colorado	160	Grades 1-5 ~ 968 hours, Grades 6-12 ~ 1056 hours	NO	NO	NO
Connecticut	180	Grades 1-12 900 hrs (actual school work)	NO	NO	NO
Delaware		Grades K-11 ~ 1060 hours	YES		
Florida	180	Grades K-3 ~ 720 hours, Grades 4-12 ~ 900 hours			
Georgia	180	Grades 4-5 ~ 900 hours, Grades 6-12 ~ 990 hours	NO	NO	NO
Hawaii	180	Grades K-6 ~ 915 hours, Grades 7-12 ~ 990 hours, (for 2014-15 and 2015-16)	NO	NO	NO
Idaho		Grades 1-3 ~ 810 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 990 hours	YES	NO	NO
Illinois	180	Full-day K-1 ~ 4 hours, Grades 2-12 ~ 5 hours (990)			
Indiana	180	Grades 1-6 ~ 5 hours (900) Grades 7-12 ~ 6 hours (1080)	NO		
Iowa	180	1080 hours	NO		YES
Kansas	186	Grades 1-11 ~ 1116 hours Grade 12 ~ 1086 hours			
Kentucky	170	1062 hours	NO	NO	NO
Louisiana	177	1062 hours		NO	
Maine	175		NO	NO	
Maryland	180	Grades 1-7 ~ 1080 hours, Grades 8-12 ~ 1170			
Massachusetts	180	Grades 1-5 ~ 900 hours, Grades 6-12 ~ 990 hours	NO	NO	NO
Michigan	175 (2016-17, 180)	1098 hours	NO		YES
Minnesota	165	Grades 1-6 ~ 935 hours, Grades 7-12 ~ 1,020 hours			
Mississippi	180	5.5 hour days (990)			
Missouri	174	1044 hours			
Montana		Grades K-3 ~ 720 hours, Grades 4-12 ~ 1080 hours			
Nebraska		Grades 1-8 ~ 1032 hours, Grades 9-12 ~ 1080 hours			
Nevada	180	Grades 1-2 ~ 4 hours, Grades 3-6 ~ 5 hours, Grades 7-12 ~ 5.5 hours (990)	NO	YES	YES
New Hampshire	180	Grades 1-5 ~ 5.75 hours, Grades 6-12 ~ 6 hours (1080)		YES K-6	
New Jersey	180	Grades 1-12 ~ 4 hours	NO	NO	
New Mexico		Grades 1-6 ~ 990 hours, Grades 7-12 ~ 1080 hours	YES		
New York	180	Grades K-6 ~ 5 hours, Grades 7-12 ~ 5.5 hours (990)	NO		
North Carolina	185	1025 hours			
North Dakota	175	Grades K-8 ~ 951.5 hours, Grades 9-12 ~ 1038 hours			
Ohio	Changed from minimum days to minimum hours in	Grades 1-6 ~ 910 hours, Grades 7-12 ~ 1001 hours	NO	YES K-6	
Oklahoma	180	1080 hours			
Oregon		Grades 1-3 ~ 810 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 990 hours	YES	NO	NO
Pennsylvania	180	Grades 1-8 ~ 900 hours, Grades 9-12 ~ 990 hours			
Rhode Island	180	1080 hours (can be less than 180 days if hours are met)	NO	NO	NO
South Carolina	180	6 hours (1080)	YES 7-12		
South Dakota		Grades 1-5 ~ 875 hours, Grades 6-12 ~ 962.5 hours	YES	NO	
Tennessee	180	6.5 hours (1170)			
Texas	180	7 hours (1260)	YES	YES	
Utah	180 or 990 hours	Grade 1 ~ 810 hours, Grades 2-12 ~ 990 hours	NO	YES	NO
Vermont	175	Grades 3-12 ~ 5.5 hours/day (990)	NO	YES K-6	
Virginia	180	Grades 1-12 ~ 990 hours	NO	NO	
Washington	180	Grades 1-9 ~ 1000 hours, Grades 9-12 ~ 1080 hours			
West Virginia	180	K-4 ~ 5.25 hours, Grades 5-8 ~ 5.5 hours, Grades 9-12 ~ 5.75 (1035)			
Wisconsin	Changed from minimum days to minimum hours in	Grades 1-6 ~ 1050 hours, Grades 7-12 ~ 1137 hours	NO	YES	YES
Wyoming	175	Elementary ~ 900 hours, Middle ~ 1050 hours, Secondary ~ 1100 hours			

Research primary from Education Commission of the States Resources and looking at individual state regulations.



School Calendar

Length of School Year

Education Commission of the States

www.ecs.org

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

Number of Instructional Days/Hours in the School Year

Updated by Julie Rowland

October 2014

Introduction

While state requirements vary on the number of instructional days and/or hours in the school year, the majority of states require 180 days of student instruction. Most also specify the minimum length of time that constitutes an instructional day. Some states set instructional time in terms of days, some specify hours, and some provide specifications for both and may require districts to meet either or both. Two states, Ohio and Wisconsin, recently changed the unit of measurement for an instructional year from days to hours.

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

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

State Policies Related to the School Year

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

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

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Arizona [ARIZ. REV. STAT. § 15-341.01; § 15- 901(A)(1), (5)]	180 days ²	Kindergarten ~ 356 hours Grades 1-3 ~ 712 hours Grades 4-6 ~ 890 hours Grades 7-8 ~ 1000 hours Grades 9-12 ~ students must enroll in at least four subjects that meet at least 720 hours	N/A	District option
Arkansas [ARK. CODE ANN. § 6-16-102; 6-10- 106]	178 days (Includes a minimum of 10 days [60 hrs] professional development/in-service) ³	N/A	6 hours/day or 30 hours/week	<i>Start</i> On or after the Monday of the week in which 8/19 falls; no earlier than 8/14 and no later than 8/26 ⁴
California [CAL. EDUC. CODE § 46200] 41420(a), 46201.2(b), 46112,46113,461 14, 46117,46141, 46201(b)	180/175 days ⁵	Kindergarten ~ 600 hours (36,000 minutes) Grades 1-3 ~ 840 hours (50,400 minutes) Grades 4-8 ~ 900 hours (54,000 minutes) Grades 9-12 ~ 1080 hours (64,800 minutes)	Kindergarten ~ 3 hours (180 minutes) Grades 1-3 ~ 3.83 hours (230 minutes) Grades 4-12 ~ 4 hours (240 minutes)	District option
Colorado [COLO. REV. STAT. § 22-32-109(1)(n)]	160 days	Half-day K ~ 435 hours Full-day K ~ 870 hours Grades 1-5 ~ 968 hours Grades 6-12 ~ 1056 hours (Excludes parent-teacher conferences and staff in- service programs)	N/A	District option
Connecticut [CONN. GEN. STAT. § 10-16]	180 days	Half-day K ~ 450 hours Full-day K ~ 900 hours Grades 1-12 ~ 900 hours	N/A ⁶	District option
Delaware [DEL. CODE ANN. tit. 14, § 1049(a)(1)]	N/A	Grades K-11 ~ 1060 hours Grade 12 ~ 1032 hours	3.5 hours (Excludes lunch)	District option
District of Columbia [D.C. MUN. REGS. tit. 5, § 305] A-2100.4, A-2100.5	180 days	N/A	Grades 1-12 ~ 6 hours (Includes lunch and recess)	District option (single district)
Florida [FLA. STAT. ch. 1003.02(1)(g); 1001.42; 1011.61]	180 days	Grades K-3 ~ 720 hours Grades 4-12 ~ 900 hours ⁷	N/A	District option, but: <i>Start</i> no earlier than 14 days before Labor Day

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Georgia [GA. CODE ANN. § 20-2-168(c); GA. COMP. R. & REGS. r. 160-5-1-.02(2)]	180 days	Grades K-3 ~ 810 hours Grades 4-5 ~ 900 hours Grades 6-12 ~ 990 hours	Grades K-3 ~ 4.5 hours Grades 4-5 ~ 5 hours Grades 6-12 ~ 5.5 hours	District option
Hawaii [HAW. REV. STAT. § 302A-251]	180 days (Does not apply to charter and multi-track schools) (Excludes professional development)	Grades K-6 ~ 915 hours Grades 7-12 ~ 990 hours (for 2014-15 and 2015-16 school years) Grades K-12 ~ 1080 hours (for 2016-18 school years) Grades K-12~1146 hours (for 2018-19 school years) ⁸ (All of the above do not apply to charter or multi- track schools)	N/A	District option (single district)
Idaho [IDAHO CODE § 33- 512(1)]	N/A	Kindergarten ~ 450 hours Grades 1-3 ~ 810 hours Grades 4-8 ~ 900 hours Grades 9-12 ~ 990 hours ⁹ (Includes 22 hours for staff development)	N/A	District option
Illinois [105 ILL. COMP. STAT. 5/10-19, 5/18-8.05 (F)]	180 days (Includes not more than four professional development days)	N/A	Half-day K ~ 2 hours Full-day K-1 ~ 4 hours Grades 2-12 ~ 5 hours	District option
Indiana [IND. CODE § 20- 30-2-2, 3]	180 days	N/A	Grades 1-6 ~ 5 hours Grades 7-12 ~ 6 hours	District option
Iowa [IOWA CODE § 256.7(19), 279.10]	180 days	1080 hours	Grades 1-12 ~ 6 hours/day or 30 hours/week (Includes parent- teacher conferences)	<i>Start</i> No earlier than a day of the week in which 9/1 falls. If 9/1 falls on Sunday, school may begin on a day of the week immediately preceding 9/1.
Kansas [KAN. STAT. ANN. § 72-1106(a),(b), 72-1111(h)(3)]	Grades K-11 ~ 186 days Grade 12 ~ 181 days	Kindergarten ~ 465 hours Grades 1-11 ~ 1116 hours Grade 12 ~ 1086 hours	5 hours/day	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Kentucky [KY. REV. STAT. ANN. § 158.070; 702 Ky. Admin. Regs. 7:140]	170 days (185-day calendar that includes 170 instructional plus four days for professional development)	1062 hours	N/A	District option
Louisiana [LA. REV. STAT. ANN. § 17:154; LA. ADMIN. CODE tit. 28 pt., CXV §333, 1103]	177 days ¹⁰ (Includes two days for staff development)	1062 hours	6 hours (360 minutes) (Excludes recess)	District option
Maine [ME. REV. STAT. ANN. tit. 20-A, § 4801]	175 days (Plus no more than five days for in-service education, parent- teacher conferences, similar activities)	N/A	N/A	District option ¹¹
Maryland [MD. CODE ANN., EDUC. § 7-103; Code of Maryland Regulations (COMAR) 13A.03.02.12A]	180 days	1080 hours Grades 8-12 ~ 1170	N/A	District option
Massachusetts [MASS. GEN. LAWS ch. 69, § 1G; MASS. REGS. CODE tit. 603, § 27.03, 27.04]	180 days	Kindergarten ~ 425 hours Grades 1-5 ~ 900 hours Grades 6-12 ~ 990 hours	N/A	District option
Michigan [MICH. COMP. LAWS §§ 388.1701 (3)(a); 380.1284b]	175 days ¹² (Beginning 2016-17, minimum ~ 180 days)	K-12 ~ 1098 hours	N/A	<i>Start</i> No earlier than Labor Day
Minnesota [MINN. STAT. §§ 120A.40, 41]	Grades 1-11 ~ 165 days ¹³	Kindergarten ~ 425 hours All-day kindergarten ~ 850 hours Grades 1-6 ~ 935 hours Grades 7-12 ~ 1,020 hours	N/A	<i>Start</i> No earlier than Labor Day (although there are exceptions to the requirement)
Mississippi [MISS. CODE ANN. §§ 37-13-61, 63,67]	180 days	N/A	5.5 hours	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Missouri [MO. REV. STAT. § 160.041, 171.031]	Five-day week ~ 174 days Four-day week ~ 142 days	1044 hours	5-day week ~ 3 hours 4-day week ~ 4 hours	District option, but: <i>Start</i> no earlier than 10 days prior to first Monday in September
Montana [MONT. CODE ANN. § 20-1-301, 302; MONT. ADMIN. R. 10.65.101]	N/A	Half-day K ~ 360 hours Grades K-3 ~ 720 hours Grades 4-12 ~ 1080 hours ¹⁴ (Includes an additional three days for instructional and professional development)	N/A	District option
Nebraska [NEB. REV. STAT. §§ 79-211, 212]	N/A	Kindergarten ~ 400 hours Grades 1-8 ~ 1032 hours Grades 9-12 ~ 1080 hours	N/A	District option
Nevada [NEV. REV. STAT. 385.080, 388.090 Nev. Admin. Code ch.387.120, .131]	180 days (May include up to five days for professional development with approval of Superintendent of Public Instruction)	N/A	Kindergarten ~ 2 hours Grades 1-2 ~ 4 hours Grades 3-6 ~ 5 hours Grades 7-12 ~ 5.5 hours (All include recess and time between lessons, exclude lunch)	District option
New Hampshire [N.H. REV. STAT. ANN. § 189:1, 24; N.H. CODE ADMIN. R. ANN. EDUC. 306.18(a)(1-3), (b), & (c)]	180 days	Kindergarten ~ 450 hours Grades 1-5 ~ 945 hours Grades 6-12 ~ 990 hours ¹⁵	Grades 1-5 ~ 5.75 hours Grades 6-12 ~ 6 hours (K-6 hours include recess)	District option
New Jersey [N.J. STAT. ANN. § 18A:7F-9, 18A:36- 1, -2; N.J. Admin. Code tit. 6A:32- 8.3]	180 days	N/A	Full-day K ~ 2.5 hours Grades 1-12 ~ 4 hours	District option
New Mexico [N.M. STAT. ANN. §§ 22-8-9(A)(1), 22-2-8.1]	N/A	Half-day K ~ 450 hours Full-day K ~ 990 hours Grades 1-6 ~ 990 hours ¹⁶ Grades 7-12 ~ 1080 hours	Half-day K ~ 2.5 hours Full-day K ~ 5.5 hours Grades 1-6 ~ 5.5 hours Grades 7-12 ~ 6 hours	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
New York [N.Y. EDUC. LAW § 3204(9), 3604(7)]	180 days	N/A	Half-day K ~ 2.5 hours Full-day K ~ 5 hours Grades 1-6 ~ 5 hours Grades 7-12 ~ 5.5 hours ¹⁷	District option
North Carolina [N.C. GEN. STAT. § 115C- 84.2(a)(1),(d)]	185 days	1025 hours	N/A	District option, but: <i>Start</i> no earlier than Monday closest to 8/19 with approval, otherwise Monday closest to 8/26 <i>Finish</i> No later than Friday closest to June 11
North Dakota [N.D. CENT CODE § 15.1-06-04, 05]	175 (182-day calendar, with 175 days required for instruction; two days must be used for professional development and up to two days must be used for parent-teacher conferences)	Any reconfigured school year must include at least: Grades K-8 ~ 951.5 hours Grades 9-12 ~ 1038 hours	Grades K-6 ~ 5.5 hours Grades 7-12 ~ 6 hours	District option
Ohio [OHIO REV. CODE ANN. § 3313.48, 481]	N/A (Changed from minimum days to minimum hours in 2014)	Half-day K ~ 455 hours Full-day K ~ 910 hours Grades 1-6 ~ 910 hours Grades 7-12 ~ 1001 hours (K-6 includes two 15- minute recesses) (All grades: include up to two days professional development and up to two days for parent conferences and reporting)	N/A	District option
Oklahoma [OKLA. STAT. tit. 70, § 1-109, 111]	180 days	1080 hours (Includes up to 30 hours used for professional meetings and 6 hours per semester for parent- teacher conferences)	6 hours	District option

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Oregon [OR. ADMIN. R. 581-022-1620]	N/A	Kindergarten ~ 405 hours Grades 1-3 ~ 810 hours Grades 4-8 ~ 900 hours Grades 9-12 ~ 990 hours ¹⁸ (May be reduced by up to 30 hours for staff development, pupil transportation schedules, or other local program scheduling arrangements)	N/A ¹⁹	District option, but no fewer than 265 consecutive calendar days between first and last instructional day
Pennsylvania [22 PA. CODE § 11.1, 3; 22 PA. CODE § 51.61]	180 days	Kindergarten ~ 450 hours Grades 1-8 ~ 900 hours Grades 9-12 ~ 990 hours	Kindergarten ~ 2.5 hours Grades 1-8 ~ 5 hours Grades 9-12 ~ 5.5 hours	District option
Rhode Island [R.I. GEN. LAWS § 16-2-2]	180 days	1080 hours (May total less than 180 days using longer school day as long as minimum hours are met)	Kindergarten ~ 2.75 hours Grades 1-12 ~ 5.5 hours (Excludes recess and lunch) ²⁰	District option
South Carolina [S.C. CODE ANN. § 59-1-425]	180 days (Plus three days for mandatory professional development, up to two days for professional development and up to five days for planning, parent conf., etc. to total 190 days)	N/A	6 hours (Elementary includes lunch; secondary excludes lunch)	District option, but: <i>Start</i> no earlier than third Monday in August
South Dakota [S.D. CODIFIED LAWS §§ 13-26-1, 2, 9; S.D. ADMIN. R. 24:43:09:05]	N/A	Kindergarten ~ 437.5 hours Grades 1-5 ~ 875 hours Grades 6-12 ~ 962.5 hours ²¹	N/A	<i>Start</i> No earlier than the first Tuesday following the first Monday in September ²²
Tennessee [TENN. CODE ANN. § 49-6-3004]	180 days (Plus five days for in- service and one day for parent-teacher conferences)	N/A	6.5 hours	District option, but: <i>Start</i> no earlier than August 1
Texas [TEX. EDUC. CODE ANN. §§ 25.081, 0811, .082 §§ 29.0822]	180 days	N/A	7 hours (Includes recess and break hours)	<i>Start</i> No earlier than the fourth Monday in August (unless a waiver is granted)

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Utah [UTAH ADMIN. CODE R277-419-1, 4, 5]	180 days or 990 hours	Kindergarten ~ 450 hours Grade 1 ~ 810 hours Grades 2-12 ~ 990 hours	Kindergarten ~ 2 hours Grades 1-12 ~ 4 hours	District option
Vermont [VT. STAT. ANN. tit. 16, § 1071]	175 days	N/A	Kindergarten ~ 2 hours/day or 10 hours/week Grades 1-2 ~ 4 hours/day or 20 hours/week (includes recess, excludes lunch) Grades 3-8 ~ 5.5 hours/day (includes recess, excludes lunch) or 27.5 hours/week Grades 9-12 ~ 5.5 hours/day (excludes recess and lunch) or 27.5 hours/week ²³	Determined regionally
Virginia [VA. CODE ANN. §§ 22.1-79.1, 98; VA. ADMIN. CODE 20- 131-150]	180 days	Kindergarten ~ 540 hours Grades 1-12 ~ 990 hours	Kindergarten ~ 3 hours Grades 1-12 ~ 5.5 hours (excludes recess and lunch)	District option, but: <i>Start</i> after Labor Day (unless waiver granted)
Washington [WASH. REV. CODE §§ 28A.150.220]	180 days	Kindergarten ~ 1000 hours ²⁴ Grades 1-9 ~ 1000 hours Grades 9-12 ~ 1080 hours ²⁵	N/A	District option
West Virginia [W. VA. CODE § 18- 5-45(b)]	180 days	N/A	Kindergarten-4 ~ 5.25 hours Grades 5-8 ~ 5.5 hours Grades 9-12 ~ 5.75 ²⁶	District Option
Wisconsin [WIS. STAT. § 121.02(1)(f)] Wis. STAT. § 118.045] [WIS. STAT. § 121.004(7), 121.02(1)(f), WIS. STAT. § 118.045]	N/A (Changed from minimum days to minimum hours in 2014)	Half-Day K ~ 437 hours Full-Day K ~ 1050 hours Grades 1-6 ~ 1050 hours Grades 7-12 ~ 1137 hours (Includes recess and passing time but not lunch, excludes professional develop- ment and parent-teacher conferences)	N/A	<i>Start</i> No earlier than 9/1

State [citation]	Minimum Amount of Instructional Time/Year* (by grade, if applicable)		Minimum time for any day to count as instructional day	School Start/Finish
	In Days	In Hours		
Wyoming [WYO. STAT. ANN. § 21-4-301; WYO. RULES CHAP. 22, SEC. 5]	175 days	Kindergarten ~ 450 hours Elementary ~ 900 hours Middle/Jr. High ~ 1050 hours Secondary ~ 1100 hours	N/A	District option
TERRITORIES: Virgin Islands [17 V.I. CODE § 61]	N/A	1080 hours	N/A	<i>Start</i> No later than second Tuesday after second Monday in August <i>Finish</i> No later than the first Friday in June

Other ECS Resources on Instructional Time

- For information on what cannot count toward official instructional time, please see the ECS report, *What Cannot Count Toward Official Instructional Time?*, or follow this [link](#).

This ECS report was updated by Julie Rowland, researcher. Contact her at jrowland@ecs.org.

¹ For all grades, hours only apply if board submits an acceptable plan under which students will receive the educational equivalent of 180 days.

² Or equivalent number of minutes of instruction per year.

³ 2009 Rules Governing Standards for Accreditation, accessed at:

http://www.arkansased.org/public/userfiles/Public_School_Accountability/Standards_Assurance/ADE_Rules_Governing_Standards_for_Accreditation_July_2009.pdf

⁴ School year may begin on 8/18 only if it falls on a Monday; otherwise, the school year may begin no earlier than 8/19.

⁵ Through 2014-15, districts are allowed to shorten instructional year by five days without fiscal penalty.

⁶ Districts may count up to 7 hours/day towards the total required for the year.

⁷ For schools on double-session or approved experimental calendar: Grades K-3 ~ 630 hours; Grades 4-12 ~ 810 hours

⁸ 2014 Legislative Report of the Department of Education of the State of Hawaii

http://www.hawaiipublicschools.org/DOE%20Forms/State%20Reports/302A-251_report.pdf

⁹ Instructional time for grade 12 may be reduced by up to 11 hours.

¹⁰ Early dismissal of seniors allowed up to 10 instructional days

¹¹ Districts must work within regional units to coordinate with their career and technical center units to ensure that, among other requirements, there are not more than five dissimilar instructional days within each regional calendar.

¹² Unless a collective bargaining agreement that includes a different and complete school calendar was in effect as of 7/1/2013

¹³ Unless a four-day week schedule has been approved by the commissioner

¹⁴ For graduating seniors, 1050 aggregate hours is sufficient.

¹⁵ High school seniors' school year may be reduced by up to 5 days or 30 hours

¹⁶ Thirty-three hours of the full-day kindergarten program and twenty-two hours of grades 1 through 5 may be used for home visits by the teacher or for parent-teacher conferences. Twelve hours of grades 7-12 may be used to consult with parents or for parent-teacher conferences.

¹⁷ Rules of the Regents and Regulations of the Commissioner of Education 175.5 (unofficial)

¹⁸ If approved by the local school board, instructional time for seniors may be reduced by up to 30 hours.

¹⁹ Oregon sets maximum, rather than minimum, hours/day: K-3 ~ 6 hours, Grades 4-8 ~ 6.5, Grades 9-12 ~ 7 hours.

²⁰ Rhode Island Board of Regents for Elementary & Secondary Education – Regulations Governing the School Calendar and School Day, accessed at: <http://www.ride.ri.gov/BoardofEducation/BoardRegulations.aspx>

²¹ School boards may release graduating seniors prior to the end of the school year.

²² Schools may start before this date if referred to voters of the district by petition.

²³ Vermont State Board of Education Manual of Rules and Practices 2312.

²⁴ To be statewide by 2017-18 school year. Currently transitioning from 450 hours to statewide full-day kindergarten

²⁵ Starting in 2015-16 school year. Currently: Kindergarten ~ 450 hours; Grades 1-12 ~ 1000 hours

²⁶ West Virginia State Board of Education Policy 2510 §26-42-7.2.d.3.

Re SB822, SB1039
To EDU, JDL
For hearing February 13, 2015

Testimony in opposition
by Kenneth R. Conklin, Ph.D.
Ken_Conklin@yahoo.com

This bill proposes to reduce the required number of instructional hours in future years from 1080 to only 990. That would be a reduction of half an hour per school day. My math is good enough to calculate that a reduction of 90 hours from a base of 1080 hours would be a reduction of 1/12 or about 8.5 percent. Why in the world would we want to do that?

Hawaii's children already perform below the national averages in Mathematics, English, and other core areas on standardized tests such as the National Assessment of Educational Progress (NAEP). Does anyone think less time in class will produce improved results?

Only a few years ago the schools suffered furlough days as a way of reducing costs by cutting instructional time. Perhaps legislators can remember how parents and teachers protested loudly against the reduction of instructional time. The people who elect you expect you to protect their interest in having more instructional time, not to function as shills for the teachers union.

When there are proposals to lengthen the school day or the number of days in the school year, the teachers' union always demands higher pay for working more hours. So, if this bill proposes to reduce the number of instructional hours by 8.5 percent, then why does the bill not also propose to reduce the salary schedule by 8.5 percent? Is this bill actually nothing more than a typical labor union attempt to get higher pay for working fewer hours?

From: hammer73rs2@hotmail.com
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 6:16:10 PM

Kevin Ham
1345 Keolu Dr.
Kailua, HI 96734-4113

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Kevin Ham

I am a special education teacher at Kailua High School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes. Ask student and you will see, what is needed is not quantity (more minutes) but instead better quality (better teachers i.e. better pay, technology, classrooms etc.).

Lastly, please help teachers like myself free up time, as all of us take our work home. Many of us spend more time with our students on weekdays than our own children at home. A repeal would free up time allowing us to spend better, quality time with our own children and spouses. Never has in my 22 years of being an educator here in Hawaii been so time consuming, overwhelming, and stressful.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Kevin Ham

From: psculpta@gmail.com
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 2:41:17 PM

Kevin Johnson
P.O. Box 1201
Kalaheo, HI 96741-1201

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Kevin Johnson

I am a teacher at

I am writing to oppose SB822.

I am sitting at my desk at my school and at this moment, school-wide study hall that was implemented to meet the requirements of SB822, numerous students are wandering about campus disrupting students that are trying to do their homework. Teachers at our school are so tired of trying to fix all the problems the passage of this fantastically, ridiculously uninformed measure has created. Do the right thing!!

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Kevin Johnson
8086526696

From:
To: Oppose SB822
Subject: Thursday, February 12, 2015 6:10:03 AM
Date:

Kim Aburamen
200 West Puainako Street
Hilo, HI 96720-3120

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Kim Aburamen

I am a teacher at Waiakea Intermediate School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Kim Aburamen
(808) 990-0399

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:41:16 PM

Kim Holokai
Po Box 3215
Wailuku, HI 96793-8215

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Kim Holokai

I am a teacher at Wailuku Elementary

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Kim Holokai



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

TESTIMONY FOR SENATE BILL 822, RELATING TO EDUCATION

Senate Committee on Education
Hon. Michelle N. Kidani Chair
Hon. Breene Harimoto, Vice Chair

Senate Committee on Judiciary and Labor
Hon. Gilbert S.C. Keith-Agaran, Chair
Hon. Maile S.L. Shimabukuro, Vice Chair

Friday, February 13, 2015, 1:00 PM
State Capitol, Conference Room 309

Honorable Chair Kidani, Chair Keith-Agaran, and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 300 members. On behalf of our members, we offer this testimony in opposition to Senate Bill 822, relating to education.

While we feel that instructional time requirements should be subject to collective bargaining, we understand that variances in instructional time statewide have precipitated difficulty in evaluating achievement outcomes. That said, the link between instructional time and student achievement is an imperfect science at best. For assessment purposes, it is important to ensure that all schools operate from a common baseline. Yet, a number of secondary schools have had difficulty meeting the 990 student instructional hour requirement called for by §302A-251, prompting intraschool debates over school schedules, grievances over process compliance by departmental administrators hastily changing bell schedules, and, ultimately, the reclassification of school activities like homeroom and study hall as instructional time. Such problems are likely to be exacerbated if schools are forced to implement the greater instructional time requirement of up to 1,080 between 2016-2018. Most importantly, when assessing instructional time, we must always remember that quantity does not equal quality, and that increasing the quality of instruction will most directly raise student success. To quote Assistant Superintendent Ronn Nozoe's recent comments to the *Honolulu Star-Advertiser*, "We've spent this incredible amount of time counting and focusing on compliance and accounting for minutes and tweaking definitions, and it's been very burdensome. It's caused a lot of frustration and it's been, frankly, a distraction from some of our priorities. Year after year, we have not been able to

measure a relationship between seat time and student outcomes. More time has not yielded us better results.”

To meet the requirements of Act 167, which this bill seeks to revise, the Department of Education created different bell schedules to which schools could align (or request a BOE waiver). Teachers found the proposals to be cumbersome, however, compromising their capacity to plan lessons and engage in meaningful professional development. Moreover, this bill subjects the definition of “student instructional hours” to BOE approval, in consultation with collective bargaining units, but we believe that any definition, no matter how broad, will be impractical when employed in tandem with mandatory school hours. Students engage in a variety of activities on public school campuses, including robotics, senior projects, service learning, and project-based learning. Variances in instructional time will persist as long as students are allowed to pursue different activities. The department does not currently have an effective data system for tracking differences in student output. Even if it could, administrators are unlikely to have time to analyze all of the required data needed to track and standardize these variances, given all of the other reform-oriented tasks they are being asked to perform, including management of the state's new educator effectiveness system. If discrepancies between students remain unaccounted for, then the DOE's purpose in standardizing instructional hours to establish a baseline for learning will be jeopardized. **Thus, the most logical course of action is to repeal Act 167's instructional time mandates in their entirety.**

Last February, secondary schools were required to submit bell schedules meeting the 990-hour requirement for departmental review. Unfortunately, many of the proposed schedules were rejected by the department for not meeting the 1,285 weekly *teacher instructional minute* requirement outlined in Article VI of the HSTA-BOE Master Agreement, which the department now interprets as an absolute total, instead of a maximum amount (in the past, teacher instructional minutes have always been interpreted as a maximum figure). Even schools who submitted schedules that met the 990-hour requirement were told to revise their proposals or seek a waiver if their schedules' teacher instructional minutes totaled less than 1,285 by a mere 1 or 2 minutes! This absurdity has been wrought by an untenable focus on increasing instructional hours in state law, leading to some schools keeping their students on campus beyond 3 p.m., and much longer when the 1,080-hour requirement becomes the norm.

Since the DOE estimates that each added day will cost up to \$6.1 million, policymakers should focus on the cost of increasing the number of hours in terms of the equivalent number of calendar days added. Under current statutory student instructional time requirements and definitions (approximately 5-hours per day for elementary schools and 5.5 hours per day for secondary schools), forcing elementary schools to increase their hours from 915 to 1,080 hours is tantamount to a 33-day increase, while compelling secondary schools to increase their hours from only 990 to 1,080 equals the hourly equivalent of a 16-day increase. Repealing Act 167, on the other hand, preserves collective bargaining, while providing schools with the flexibility to

craft bell schedules that meet the needs of their unique learning communities, so schools can focus on providing *quality* instruction, rather than scrambling to meet *quantity* demands.

If teachers perform additional days of service, they must be fairly compensated for their efforts. Thus, it is imperative that any extension of instructional hours take place within the context of collective bargaining to ensure that teachers' exclusive representative, HSTA, has an opportunity to seek salary and benefit enhancements commensurate with the scope and extent of the increased workload. Mahalo for the opportunity to testify in opposition to this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 10:21:11 PM

Kristen Miyazono
660 Malae Place
Hilo, HI 96720-3427

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Kristen Miyazono

I am a teacher at Waiakea Intermediate School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Kristen Miyazono

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:21:13 PM

Laura Buller
P.O. Box 6
Kualapuu, HI 96757-0006

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Laura Buller

I am a teacher at Molokai High

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Laura Buller
8086585230

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:41:13 PM

Lawrence Denis III
PO Box 385847
Waikoloa, HI 96738-0847

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is

I am a teacher at Waikoloa School on the Big Island.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Lawrence Denis III
8088831999

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:11:04 PM

Lester Kunimitsu
140 Uwapo Road 52-103
KIHEI, HI 96753-7433

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is

I am a teacher at

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Lester Kunimitsu
8088707744

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 5:16:35 AM

Logan Okita
1914 10th Ave
Honolulu, HI 96816-2910

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Logan Okita.

I am a teacher at Nimitz Elementary School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Logan Okita
8083845595

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:16:11 PM

Loren Ayresman
121 Kula Highway
Makawao, HI 96768-8256

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Loren Ayresman
I am a teacher at King Kekaulike High School on Maui. For the past 3 years, we have been rated as one of Hawaii's top 10 "Most Challenging Schools" in America as ranked by the Washington Post (the list includes private schools).

I am writing to oppose SB822.

Act 167 and Act 52 are theoretically good ideas, but at the high school level, it is creating more harm than good.

The discrepancy between negotiated "teacher instructional" time and mandated "student instructional" time has just resulted in students staying in the classroom without teachers instructing. I suppose the intent is that somehow just being inside of a classroom should result in increased learning. This is comparable to sleeping in the garage makes a person more like a car. My students tell me they would rather get out of school earlier and do homework at home, rather than stay in a hot and crowded "study hall".

Act 167/52 has it's greatest effect on the high level students who (because we were forced to change bell schedules) can no longer enroll in running start classes at UH-Maui because of our new bell schedule. Our top students are also very involved in extra-curricular activities. By pushing back our ending time by 45 minutes, students are getting home later, starting homework later, and sleeping later.

Our most needy students are also affected because those who need to work to support their families can no longer leave campus early (again due to how Act167/52 forced us to change schedules). I have a senior who told me that if he knew that the schedule would change like this, he would have dropped out of school last year. I don't think the intent of Act 167/52 was to force students to choose between supporting their family or staying in school.

Because Act 167/52 extends our school day soon after the dismissal of our neighboring private schools, it takes the students and parents up to 30 minutes to exit the parking lot. (Yet another unintended consequence of Act 167/52) We have many cars idling, waiting to merge into traffic. This is not good for the environment, nor the community whose accident risk has been increased significantly. Before Act 167, this process took a maximum of 15 minutes.

At the end of the day, the temperature is warm, and student energy fades. The added minutes of Act 167/52 have limited impact on student learning because these minutes are being added to the end of a long and hot day. There are other ways to increase student learning.

I am fairly certain that supporters of Act 167/52 have not thought about these unintended consequences. For our school in upcountry Maui, Act 167/52 disrupts the positive programs and systems in favor of additional "seat time".

Act 167 and Act 52 create unrealistic requirements for instructional time. It is not being implemented as intended and does not support student success or our unique school communities.

Please support a full repeal of Act 167/52.

Thank you for the opportunity to provide my testimony.

Sincerely,

Loren Ayresman
8085738710

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 6:03:01 AM

Lucille Motta
po box 880550
pukalani, HI 96788-0550

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Lucille Motta

I am a teacher at Maui Waena Intermediate

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Lucille M Motta

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:26:19 PM

Lynne Fukuda
po box 193
pahala, HI 96777-0193

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Lynne Marie Fukuda

I am a teacher at KHPES

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Lynne Fukuda

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:16:07 PM

Maria Guardino
2916 Date St. 20C
Honolulu, HI 96816-1189

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Maria Guardino

I am a teacher at Kawanānakoā Middle School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across Hawaii have spent valuable planning and collaboration time on ways to implement this unfunded mandate. At Kawanānakoā, we are on our second bell schedule this year as we attempt to balance the additional minutes with our contractual rights. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Maria Guardino
8087345258

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 7:06:33 AM

MaryAnn Johnson
95-1050 Makaikai St. 20 F
Mililani, HI 96789-4329

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is MaryAnn Johnson

I am a teacher at Waipahu Intermediate School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

MaryAnn Johnson
8086280649

To: Senate Committee on Education

From: Melanie Bailey

Date: February 13, 2015

RE: Senate Bill 822

Opposed. Suggest change to Instructional time definition to ease implementation within the contract.

This is a good law. We understand the initial implementation did not go smoothly. The complexities and restrictions of the HSTA contract have made the implementation a time consuming challenge which was unfortunate. But that does not mean Hawaii's students should regress and have less time with their teachers than mainland students. The law is the right thing to do.

How can the legislature help make the implementation easier? We believe with some simple changes to the language defining instructional time, the 1080 goal can be achievable, within the existing HSTA contract.

1. Change the definition in the law for Elementary students to bell to bell.

Currently: "student instructional hours" means student learning time during which students are engaged in learning activities including regularly-scheduled instruction and learning assessments within the curriculum, and does not include lunch, recess, or passing time.

Modify to: "student instructional hours" for Elementary students means time during which students are engaged in learning activities inclusive of lunch and recess.

The bell schedules for the most part would remain the same (see attached).

2. Change the definition in the law for Secondary students to include passing time.

Currently: "student instructional hours" means student learning time during which students are engaged in learning activities including regularly-scheduled instruction and learning assessments within the curriculum, and does not include lunch, recess, or passing time.

Modify to: "student instructional hours" for Secondary students means time during which students are engaged in learning activities which inclusive of passing time or breaks of no longer than five minutes and does not include lunch.

See attached bell schedule for an example of a student and teacher day.

Thank you for your time on this complex matter. We appreciate the work that has been done to create equity for our students.

ELEMENTARY SCHOOL-1080 HOURS/YEAR - 1800 MINUTES A WEEK INSTRUCTION

"Student instructional hours" for Elementary students means time during which students are engaged in learning activities inclusive of lunch and recess.

STUDENT WEEK

TEACHER WEEK

110 MIN BLOCK INSTRUCTION	110 MIN BLOCK INSTRUCTION	110 MIN BLOCK INSTRUCTION	110 MIN BLOCK INSTRUCTION	110 MIN BLOCK INSTRUCTION	HOUR 1	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
						95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION
RECESS	RECESS	RECESS	RECESS	RECESS	HOUR 2	RECESS	RECESS	RECESS	RECESS	RECESS
						100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION
100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	HOUR 3	RECESS	RECESS	RECESS	RECESS	RECESS
						100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION	100 MINUTE BLOCK INSTRUCTION
LUNCH RECESS	LUNCH RECESS	LUNCH	LUNCH RECESS	LUNCH RECESS	HOUR 4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
						105 MINUTE BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	60 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION
105 MINUTE BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	65 MIN BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	HOUR 5	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION	45 MIN COLLABORAT ION / MISC	95 MIN BLOCK INSTRUCTION	95 MIN BLOCK INSTRUCTION
						CLOSING	CLOSING	CLOSING	CLOSING	CLOSING
105 MINUTE BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	65 MIN BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	105 MINUTE BLOCK INSTRUCTION	HOUR 6	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP
						45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP	45 MIN PREP
8:00-2:10 370	8:00-2:10 370	8:00-1:20 320	8:00-2:10 370	8:00-2:10 370	HOUR 7	7:55-2:55	7:55-2:55	7:55-2:55	7:55-2:55	7:55-2:55
						7:55-2:55	7:55-2:55	7:55-2:55	7:55-2:55	7:55-2:55

STUDENT DAY

INSTRUCTION	1800
-------------	------

TEACHER

INSTRUCTION	1415	(Contract 1415)
PREPARATION	225	(Contract 225)
LUNCH	150	(Contract 150)
MISCELLANEOUS	310	(Contract 310)

7 CREDITS - SECONDARY SCHOOL-1080 HOURS/YEAR - 1800 MINUTES A WEEK INSTRUCTION

"Student instructional hours" for Secondary students means time during which students are engaged in learning activities which includes passing time or breaks of no longer than five minutes and does not include lunch.

STUDENT WEEK

TEACHER WEEK

60 MIN CLASS 1 8:05-9:05	60 MIN CLASS 7 8:05-9:05	60 MIN CLASS 6 8:05-9:05	60 MIN CLASS 5 8:05-9:05	60 MIN CLASS 4 8:05-9:05	HOUR 1	60 MIN CLASS 1 8:05-9:05	60 MIN CLASS 7 8:05-9:05	60 MIN CLASS 6 8:05-9:05	60 MIN PREP 8:05-9:05	60 MIN CLASS 4 8:05-9:05
55 MIN CLASS 2 9:10-10:05	55 MIN CLASS 1 9:10-10:05	55 MIN CLASS 7 9:10-10:05	55 MIN CLASS 6 9:10-10:05	55 MIN CLASS 5 9:10-10:05		HOUR 2	55 MIN PREP 9:10-10:05	55 MIN CLASS 1 9:10-10:05	55 MIN CLASS 7 9:10-10:05	55 MIN CLASS 6 9:10-10:05
55 MIN CLASS 3 10:10-11:05	55 MIN CLASS 2 10:10-11:05	55 MIN CLASS 1 10:10-11:05	55 MIN CLASS 7 10:10-11:05	55 MIN CLASS 6 10:10-11:05	HOUR 3		55 MIN CLASS 3 10:10-11:05	55 MIN PREP 10:10-11:05	55 MIN CLASS 1 10:10-11:05	55 MIN CLASS 7 10:10-11:05
35 LUNCH PASSING	35 LUNCH PASSING	35 LUNCH PASSING	35 LUNCH PASSING	35 LUNCH PASSING		HOUR 4	35 LUNCH PASSING	35 LUNCH PASSING	35 LUNCH PASSING	35 LUNCH PASSING
60 MIN CLASS 4 11:40-12:40	60 MIN CLASS 3 11:40-12:40	60 MIN CLASS 2 11:40-12:40	60 MIN CLASS 1 11:40-12:40	60 MIN CLASS 7 11:40-12:40	HOUR 5		60 MIN CLASS 4 11:40-12:40	60 MIN CLASS 3 11:40-12:40	60 MIN PREP 11:40-12:40	60 MIN CLASS 1 11:40-12:40
55 MIN CLASS 5 12:45-1:40	55 MIN CLASS 4 12:45-1:40	55 MIN CLASS 3 12:45-1:40	55 MIN CLASS 2 12:45-1:40	55 MIN CLASS 1 12:45-1:40		HOUR 6	55 MIN PREP 12:45-1:40	55 MIN CLASS 4 12:45-1:40	55 MIN CLASS 3 12:45-1:40	55 MIN PREP 12:45-1:40
55 MIN CLASS 6 1:45-2:40	55 MIN CLASS 5 1:45-2:40	55 MIN CLASS 4 1:45-2:40	55 MIN CLASS 3 1:45-2:40	55 MIN CLASS 2 1:45-2:40	HOUR 7		55 MIN CLASS 6 1:45-2:40	55 MIN PREP 1:45-2:40	55 MIN CLASS 4 1:45-2:40	55 MIN CLASS 3 1:45-2:40

8:05a-2:40p 8:05a-2:40p 8:05a-2:40p 8:05a-2:40p 8:05a-2:40p
365 min 365 min 365 min 365 min 365 min

STUDENT DAY
INSTRUCTION 1825

MEETINGS 2:40-4:00

8:00a-4:00p

TEACHER DAY

INSTRUCTION	Avg 1215	(Contract 1285)
PREPARATION	Avg 486	(Contract 225)
LUNCH	150	(Contract 150)
COLLABORATION	80	(Contract 40)

**Number of Instructional Days/Hours/Exclusions in the School Year
State Policies Related to the School Year**

State	Minimum Amount of Instructional Time/Year		INCLUDES		
	In Days	In Hours	Lunch	Recess	Passing
Alabama	180 or the hourly equivalent	6 hour days (1080)	NO	NO	
Alaska	180	Grades K-3 ~ 740 hours, Grades 4-12 ~ 900 hours	NO	NO	NO
Arizona	180 or the hourly equivalent	Grades 1-3 ~ 712 hours, Grades 4-6 ~ 890 hours, Grades 7-12 ~ 1000 hours	NO	NO	
Arkansas	178	6 hours/day or 30 hours/week (1068)	NO		NO
California	180	Grades 1-3 ~ 840 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 1080 hours	NO		NO
Colorado	160	Grades 1-5 ~ 968 hours, Grades 6-12 ~ 1056 hours	NO	NO	NO
Connecticut	180	Grades 1-12 900 hrs (actual school work)	NO	NO	NO
Delaware		Grades K-11 ~ 1060 hours	YES		
Florida	180	Grades K-3 ~ 720 hours, Grades 4-12 ~ 900 hours			
Georgia	180	Grades 4-5 ~ 900 hours, Grades 6-12 ~ 990 hours	NO	NO	NO
Hawaii	180	Grades K-6 ~ 915 hours, Grades 7-12 ~ 990 hours, (for 2014-15 and 2015-16)	NO	NO	NO
Idaho		Grades 1-3 ~ 810 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 990 hours	YES	NO	NO
Illinois	180	Full-day K-1 ~ 4 hours, Grades 2-12 ~ 5 hours (990)			
Indiana	180	Grades 1-6 ~ 5 hours (900) Grades 7-12 ~ 6 hours (1080)	NO		
Iowa	180	1080 hours	NO		YES
Kansas	186	Grades 1-11 ~ 1116 hours Grade 12 ~ 1086 hours			
Kentucky	170	1062 hours	NO	NO	NO
Louisiana	177	1062 hours		NO	
Maine	175		NO	NO	
Maryland	180	Grades 1-7 ~ 1080 hours, Grades 8-12 ~ 1170			
Massachusetts	180	Grades 1-5 ~ 900 hours, Grades 6-12 ~ 990 hours	NO	NO	NO
Michigan	175 (2016-17, 180)	1098 hours	NO		YES
Minnesota	165	Grades 1-6 ~ 935 hours, Grades 7-12 ~ 1,020 hours			
Mississippi	180	5.5 hour days (990)			
Missouri	174	1044 hours			
Montana		Grades K-3 ~ 720 hours, Grades 4-12 ~ 1080 hours			
Nebraska		Grades 1-8 ~ 1032 hours, Grades 9-12 ~ 1080 hours			
Nevada	180	Grades 1-2 ~ 4 hours, Grades 3-6 ~ 5 hours, Grades 7-12 ~ 5.5 hours (990)	NO	YES	YES
New Hampshire	180	Grades 1-5 ~ 5.75 hours, Grades 6-12 ~ 6 hours (1080)		YES K-6	
New Jersey	180	Grades 1-12 ~ 4 hours	NO	NO	
New Mexico		Grades 1-6 ~ 990 hours, Grades 7-12 ~ 1080 hours	YES		
New York	180	Grades K-6 ~ 5 hours, Grades 7-12 ~ 5.5 hours (990)	NO		
North Carolina	185	1025 hours			
North Dakota	175	Grades K-8 ~ 951.5 hours, Grades 9-12 ~ 1038 hours			
Ohio	Changed from minimum days to minimum hours in	Grades 1-6 ~ 910 hours, Grades 7-12 ~ 1001 hours	NO	YES K-6	
Oklahoma	180	1080 hours			
Oregon		Grades 1-3 ~ 810 hours, Grades 4-8 ~ 900 hours, Grades 9-12 ~ 990 hours	YES	NO	NO
Pennsylvania	180	Grades 1-8 ~ 900 hours, Grades 9-12 ~ 990 hours			
Rhode Island	180	1080 hours (can be less than 180 days if hours are met)	NO	NO	NO
South Carolina	180	6 hours (1080)	YES 7-12		
South Dakota		Grades 1-5 ~ 875 hours, Grades 6-12 ~ 962.5 hours	YES	NO	
Tennessee	180	6.5 hours (1170)			
Texas	180	7 hours (1260)	YES	YES	
Utah	180 or 990 hours	Grade 1 ~ 810 hours, Grades 2-12 ~ 990 hours	NO	YES	NO
Vermont	175	Grades 3-12 ~ 5.5 hours/day (990)	NO	YES K-6	
Virginia	180	Grades 1-12 ~ 990 hours	NO	NO	
Washington	180	Grades 1-9 ~ 1000 hours, Grades 9-12 ~ 1080 hours			
West Virginia	180	K-4 ~ 5.25 hours, Grades 5-8 ~ 5.5 hours, Grades 9-12 ~ 5.75 (1035)			
Wisconsin	Changed from minimum days to minimum hours in	Grades 1-6 ~ 1050 hours, Grades 7-12 ~ 1137 hours	NO	YES	YES
Wyoming	175	Elementary ~ 900 hours, Middle ~ 1050 hours, Secondary ~ 1100 hours			

Research primary from Education Commission of the States Resources and looking at individual state regulations.

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: Submitted testimony for SB822 on Feb 13, 2015 13:00PM
Subject: Thursday, February 12, 2015 1:17:50 PM
Date:

SB822

Submitted on: 2/12/2015

Testimony for EDU/JDL on Feb 13, 2015 13:00PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
PM Azinga	Individual	Comments Only	No

Comments: "If we fail today then we fail as a nation tomorrow" Luis Ubinas, President Ford Foundation I stand in opposition to SB 822 which repeals the requirement that by the 2016-2018 school years, all public schools implement a school year of 180 days and 1,080 student instructional hours for both elementary and secondary school grades. "My constructive criticism to this legislation is that it is out of sync with 21st century educational trends that reflect the merit of extended learning time. Extended learning time as defined by the Center for American Progress is "the lengthening of the school day, school week or school year for all students in a given school... to focus on core academic learning and enrichment activities to enhance student success." In best case scenario extended learning time can take several forms. Schools can add time to existing school days or add days to the school year. Schools and/or other providers as well as partners can offer after-school programs, intercession and summer school sessions. Other policy options explored in the literature include optimizing the current time spent in school rather than adding time, and modifying the traditional school calendar to reduce the long summer break when some students suffer learning losses. We live in a rapidly changing world and economy. This requires equally as transformative educational delivery systems that feature more efficient and effective use of time. Utilizing the most progressive methods of teacher collaboration that are reflected in professional learning communities, collaborative grade level teams and cross content teams. PM Azinga

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 9:16:08 PM

Rebecca Kiili
24 Kamila Street
Kula, HI 96790-7938

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Rebecca Kapolei Kiili. I am a teacher at King Kekaulike High School on Maui and work in the Hawaiian Language Immersion Program.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Mahalo a nui,

Rebecca Kapolei Kiili

8088969897

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:56:05 PM

Rene Sodetani
547 Hiilei Place
Wailuku, HI 96793-1522

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Rene Sodetani

I am a teacher at King Kekaulike HS

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Rene Sodetani
8082422786

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 6:56:10 PM

Romeo Eleno
PO Box 630266
Lana'i City, HI 96763-0266

February 11, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Romeo Eleno

I am a teacher at Lana'i High & Elementary School.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Romeo Eleno
8082232482

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:06:08 PM

Roxane Stewart
1889-A Kilauea Ave.
Hilo, HI 96720-5059

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Roxane K. Stewart

I am a teacher at Ka 'Umeke KÄ 'eo on the island of Hawai'i.

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Roxane K. Stewart
(808)981-0270

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Thursday, February 12, 2015 10:13:54 AM

Samantha falzone
2238 b mahalo
Honolulu, HI 96817-1606

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Samantha Falzone

I am a teacher at Kawanakoa Middle School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

Teachers strive to connect with each child, discover passions, and unlock potential. We support learning environments with class sizes and opportunities that enable teachers to connect one-on-one with each student.

As trusted professionals, we have valuable input to help make school and classroom decisions to ensure student success. We would like to work with all parties to appropriately address students learning, how it is impacted by days and/or instructional hours, and how we might be able to ensure some level of basic scheduling consistency while providing the schools the flexibility needed to promote student success in our unique learning communities.

In addition being a special education teacher we have no time for IEP meetings. We are expected to stay after long hours to have meetings and prepare for them.

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Samantha falzone
808-285-2098

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 8:31:13 PM

Stephenie Blakemore
4780 Iiwi Rd
Kapa`a, HI 96746-1961

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

I am writing to oppose SB822.

Teachers know best

Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Stephenie Blakemore

From:
To: [EDU Testimony](#)
Subject: Oppose SB822
Date: Wednesday, February 11, 2015 7:51:09 PM

Wayne Feike
10 Mokuhala Place
Wailuku, HI 96793-6018

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Wayne Feike

I am a teacher at Iao Intermediate School

I am writing to oppose SB822.

Since the passage of Act 167, teachers and school officials in schools across the state have taken away planning and collaboration time to spend time meeting on ways to implement this unfunded mandate and to adjust to the numerous changes and definitions sent out in DOE memos. The results have not matched what was intended by the law and instead adversely impact our students by creating increased class sizes and counting passing time and home room as instructional minutes.

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Please support a full repeal of Act 167.

Thank you for the opportunity to provide my testimony.

Sincerely,

Wayne Feike
8082835651