

SB1039

Measure Title: RELATING TO STUDENT INSTRUCTIONAL TIME.
Report Title: Education; Student Instructional Time
Description: Repeals student instructional hour requirements.
Companion: [HB797](#)
Package: None
Current Referral: EDU/JDL, WAM
Introducer(s): DELA CRUZ, Inouye, Kahele, Kidani, Nishihara, Wakai

Sort by Date		Status Text
1/28/2015	S	Introduced.
1/28/2015	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 1039 RELATING TO STUDENT INSTRUCTIONAL TIME.

Purpose of Bill: Repeals student instructional hour requirements.

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) Elimination of student instructional hours requirements: The Department supports the bill's elimination of the student instructional hours requirements. It is a challenge for schools to meet the requirements in the context of the current Collective Bargaining Agreement and the Department's budget and creates unnecessary burden.

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.

3) 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.



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

TESTIMONY FOR SENATE BILL 1039, RELATING TO STUDENT INSTRUCTIONAL HOURS

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 strong support of Senate Bill 1039, relating to student instructional hours.

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* ("State lawmakers move to cap required time for instruction" published on February 8, 2015), "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 **repeals**, 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 **repeals** our state's narrow definition of “student instructional hours.” 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.**

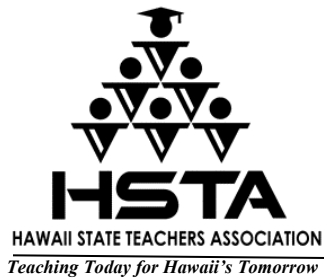
Last February, secondary schools were required to submit bell schedules meeting the 990-hour requirement for departmental review. Unfortunately, many of the proposed schedules were rejected by the department for not meeting the 1,285 weekly *teacher instructional minute* requirement outlined in Article 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 strong support of this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



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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. 1039 – RELATING TO STUDENT INSTRUCTIONAL TIME

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

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

The Hawaii State Teachers Association (HSTA) **strongly supports S.B. 1039**, relating to instructional time.

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 an unfunded mandate called Act 167. The stated intent of Act 167 was to serve as a solution for the concerns raised when the state utilized "Furlough Fridays" to offset budget shortfalls. Instead, Act 167 forced schools to create "Frankenstein-schedules", increase class sizes, and/or become "creative" in determining what instructional time means.

Instead of using time to plan and collaborate for our students, schools spent numerous meetings trying to find ways to implement Act 167/52. 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. In short, instead of increasing learning time and learning outcomes, the entire department has focused on finding ways to look like we are doing both.

HSTA believes student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, HSTA believes that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

As such, a repeal of Act 167, as written in S.B. 1039, provides the community a common framework for student hours while preserving the flexibility schools need to promote student success in their unique learning communities.

Thank you for the opportunity to testify in **strong support of S.B. 1039.**



Eric Gill, Financial Secretary-Treasurer

Hernando Ramos Tan, President

Godfrey Maeshiro, Senior Vice-President

Wednesday, February 11, 2015

The Honorable Michelle Kidani and Gilbert Keith-Agaran, Chairs
and Members
Committee on Education and Judiciary & Labor
Hawaii State Senate

TESTIMONY submitted on behalf of UNITE HERE! Local 5

*Re: SB 1039, Relating to Instructional Time - Support
SB 822, Relating to Education - Oppose*

Chair Kidani, Chair Keith-Agaran and Members:

UNITE HERE Local 5 is a local labor organization representing 10,500 hotel, health care and food service workers employed throughout our State. We stand in support of SB 1039, relating to instructional time, and stand in opposition to SB 822.

SB 1039 calls for the repeal of Act 167 passed in 2010 in the wake of “furlough Fridays.” Act 167 has simply proven to be a failed attempt at meeting the Legislature’s expectation of supporting strong and committed learning environments in our public schools.

As parents, we recognize the intent of providing additional instructional time for our children, but more “instructional time” doesn’t always result in better “quality education” for our children. In this regard, our teachers are the experts. And it would be wise for us to listen carefully to the concerns our educational practitioners have raised with respect to Act 167.

As hard working hotel, health care and food service workers, it is our teachers whom we entrust to care for and educate our children. It is often times our teachers who have more direct contact with our own children than we do because of the growing economic hardships placed on working parents who cannot afford to work just one job.

The creation of “Frankenstein-schedules” and increased classroom sizes for our children are not results we should be proud of. As workers working multiple jobs, with more than one child in household - the plethora of bell schedules and modified start and end times complicate arrangements needed for the care of our children.

As workers who depend heavily on the success of our teaching professionals who care for our children, we urge the Committee to take to heart the concerns expressed by our teachers. We humbly ask for your support in passing SB 1039.

Thank you.



Randy Perreira
President

HAWAII STATE AFL-CIO

345 Queen Street, Suite 500 • Honolulu, Hawaii 96813

The Twenty-Eighth Legislature, State of Hawaii
Hawaii State Senate
Committee on Education
&
Committee on Judiciary and Labor

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Testimony by
Hawaii State AFL-CIO
February 13, 2015

S.B. 1039 – RELATING TO STUDENT INSTRUCTIONAL TIME

The Hawaii State AFL-CIO supports S.B. 1039 which repeals student instructional hour requirements.

We believe Hawaii has many unique communities and a “one size fits all” approach does not necessarily work for determining instructional school hours. Some schools may have a shortage of teachers, while other schools may be overcrowded and in the end best determined by the school administrators. Further, Finland, often regarded as having one of the best public educational systems in the world only requires students to have roughly 600 instructional school hours per year. That is nearly 400 instructional school hours less than Hawaii and yet Finland school children thrive. This is partly attributed to teachers having more time in the classroom preparing lesson plans and being able to spend more time on professional development.

Thank you for the opportunity to testify.

Respectfully submitted,

Randy Perreira
President

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 opposition to SB1039, which repeals the student instructional hour requirements of Act 167/52.

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 having both a minimum number of days and a minimum amount of student instructional time in the statute.

According to the 2014 Education Commission of the States Report on "Number of Instructional Days/Hours in the School Year" (see attached report), **all states** have either a minimum number of days or hours or both required per school year and **all states except one** have a minimum requirement for instructional time. The reason most states have a minimum for instructional time is so that there is a floor for all schools, ensuring that there is equity and fairness for all students.

We support SB822, which maintains the minimum number of school days at 180 and keeps the minimum student instructional time to 915 and 990 hours per year for elementary and secondary schools, respectively. We agree with the amendments to the law in SB822, specifically, eliminating the increase of instructional time to 1080 hours per year for all schools, and having the Board of Education handle the definition of student instructional time.

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.*

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), 46112,46113,46114, 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	Start 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	Start 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	<u><i>Start</i></u> 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: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: *Submitted testimony for SB1039 on Feb 13, 2015 13:00PM*
Date: Wednesday, February 11, 2015 12:46:03 AM

SB1039

Submitted on: 2/11/2015

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

Submitted By	Organization	Testifier Position	Present at Hearing
Isis Usborne	Individual	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: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB1039 on Feb 13, 2015 13:00PM
Date: Wednesday, February 11, 2015 11:44:34 AM

SB1039

Submitted on: 2/11/2015

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

Submitted By	Organization	Testifier Position	Present at Hearing
John Bickel	Individual	Support	No

Comments: I support SB 1039 as a teacher who has taught in both public and private schools in Hawai'i. My current private school allows teachers about half of their day for preparation and grading. This allows me to do a lot more work to improve student writing. SB 1039 is a first step to improving teaching as it loosens the time restraints on public school teachers. Please give it your sincere consideration.

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

To: Senate Committee on Education

From: Kathy Bryant & Melanie Bailey

Date: February 13, 2015

RE: Senate Bill 1039

We strongly **oppose** repealing the instructional time component of the law. According to the Education Commission of the States, every state but one, includes time in their statute. According to their report, more states are moving to time as the minimum requirement because they realize the importance of time equity and that student days can be shortened without statutory safeguards.

In 2010, our legislators clearly saw the need to include both a minimum number of days and hours as critical to protecting students and schools in times of budget shortfalls. If this portion of the law is repealed, school days could be shortened dramatically to address budget issues, creating the exact same scenario as Furlough Fridays. Similarly, schools could once again have radically different bell schedules and student time as we found in 2009. At that point, prior to the law, the difference between secondary schools was nearly 200 hours, the equivalent of 30 school days. Equally disconcerting, was that no one knew about this disparity, because time was not tracked by the DOE. We cannot slide backward and create that type of massive inequity in student learning days.

The law needs to include a minimum number of days and time, to ensure equity, transparency and protection for students. This law gives a voice to students and families. A voice that was absolutely missing in the budget crisis of 2009.

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 11:01:16 AM

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:

My name is Chris Korsak
I am a teacher at Kawanānakoā MS

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Chris korsak
8082823831

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 10:19:36 AM

Robin O'Hara
PO Box 925
Kailua Kona, HI 96745-0925

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Robin O'Hara
I am a teacher at Kealakehe Intermediate School

I am writing to ask your support of SB1039.

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. It has had significant impact on schools and I have addressed some of them below that affect our school as well as other schools. This is only part of the whole picture, but it addresses some of the most difficult issues we are seeing across the state.

The biggest impact that Act 167/52 has had on our school is a dramatic increase in class size, and having to divert funds that could go to teaching staff to hire PTT's to cover study hall classes, which were a necessary evil, so teachers could have planning time and so we could build in collaboration time with departments for all the data/curriculum requirements. Many classes had over 40 students before we were finally given the go ahead to hire 2 more elective lines due to a dramatic increase in enrollment this year. We were held off from hiring anyone until mid-November because we were waiting for the teachers affected by the Pahoehoe lava flow to be placed. But even with 2 more elective lines, we still have many classes with 34 to 36 students in them.

We have tried over and over with many different versions of bell schedules to fit the 1650 minutes in without overcrowding classes, and it is not possible without funding to cover more teaching lines. Even the state proposed schedules, which in addition to violating the teacher contract, are also not designed for optimal learning opportunities because of the short class periods and the number of transitions between classes. This causes more chaos on campus when kids have to shuffle classes so often and don't have enough passing time to get to class on a large campus like ours. The state schedules also have teachers meeting while students are still on campus with no suggestions about how to monitor those students when teachers are meeting. Ron Nozoe said that it is up to the principal to figure out staffing to cover that. Well, that means, yet again, that money must come from teaching lines to hire people to monitor students.

That leaves us wondering what are they doing during that time? Is it really learning time if teachers are not with them? Is it a liability to have PTT's or PPT's watching them? It could create potential safety problems, especially if there is any unsupervised time in the schedule like the state ones have. Those schedules are worse than any others I've seen yet.

Bottom line is that this Act is not funded so schools have to get creative with how they fit in teacher planning time, and still meet requirements for data collection and curriculum/professional development. The only way we've been able to do that is to place the planning time within the day (even though the contract says we can have anywhere anytime prep, it is no longer a viable option), so that means scheduling a group of teachers off each period which can only lead to increased class size since fewer teachers are available to teach the whole student body. Another complication is when we try to include collaboration/professional development and meeting times. This means no early release days when we try to fit in all 1650 minutes, or we have to schedule another period off for teachers creating even further increases in class size because now even more teachers must be scheduled off each period.

We have looked at the numbers over and over and here is what the problem is with time. The 7 hour work week is 2100 minutes, but teachers get 225 minutes of prep time so that drops the weekly minutes down to 1875 per week. Then teachers and students get a 15 minute recess/break after no more that 180 minutes and a 30 minute duty-free lunch, which drops available learning time down to exactly 1650. So, with that, there are zero minutes left for passing time, meeting time for teachers or any of the 440 extra minutes unless we schedule teacher prep within the day, which as stated above, means we have to schedule teachers off each period which leaves fewer teachers to teach the whole student body, which inevitably increases class numbers. In order to create meeting time, we either need to schedule another period off further complicating the class size or divert money to pay people who are not even teachers to watch the kids, which seems like a waste as it really becomes more like baby sitting time than learning time.

If we are not given additional funding to either pay teachers to teach more minutes (which also means a change in the contract) or to hire more teachers to create lines that can alleviate the class overcrowding, this Act can never result in anything other than increased class size which ultimately impacts the child's learning and learning environment as well as the teachers work environment. It creates exhaustion for both teachers and students. Our teachers are experiencing burn out like they have before, and students are complaining about the long day and have too many classes and tests. How much can a student really retain spending 6 or more hours a day "learning"? How much becomes more baby sitting than learning because kids are tired, hungry and need breaks and down time to process information? It is even worse in rural areas where we are also dealing with a lot of unsupervised time before and after school because we have to share school buses among the complex schools. We have kids arriving before 7:00 am and leaving after 4:00pm. This is a huge safety issue as well, but money we could use for before and after school programs now have to go to covering study halls and other staffing so teachers can fit in their planning or data collection and curriculum/professional development time.

I believe the intent of the act was to allow more time for students to understand what they are learning, but it isn't being funded so it actually ends up having a negative impact on student learning and the learning environment. We haven't even reached the 1800 minute mark yet and we are already seeing negative impacts on students and schools. What will happen in 2016-17 if this goes on unfunded or violates the teacher contract?

Another thing I find confusing is with the rationale of the number of minutes per week that secondary schools were required to jump up to so quickly compared to elementary. Secondary students must change classes to go to teachers qualified to teach their subject matter, whereas in elementary school there are no or very few class changes and teachers teach 1415 minutes vs. the 1285 the secondary teacher teaches (keeping in mind secondary teachers teach anywhere from 130-180 students per year vs. 20-25 in elementary). It really leaves no room for passing time without taking away from "learning time" or increasing the class sizes.

This is simple math. There are only so many minutes in the teacher work day (which they actually spend more like 60 or more hours a week teaching, planning, grading papers, collecting data, training to give standardized tests, learning new core curriculum, communicating with parents, etc.) and those minutes do not match the student day. How else does a bell schedule ensure each child is not left with any unsupervised time without increasing class size to cover all students all day? It must be funded to hire more teaching lines, or pay teachers to teach more or drop it altogether so we can get on with the business of teaching in an environment that already is laden with issues such as hot classrooms, over testing students to the point where there is little class time left for teaching the curriculum, draining the whole system of the fun of learning, and increasing demands on teachers with no time given to meet those demands.

Thank you for the opportunity to provide testimony.

Sincerely,

Robin O'Hara
8083311581

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 10:09:01 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:

My name is Samantha Falzone
I am a teacher at Kawanānakoā Middle School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Samantha falzone
808-285-2097

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 10:08:57 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:

My name is Felicia Ferrance
I am a teacher at Kawanānakoā Middle

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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bell schedules which all resulted in numerous changes, redefining
definitions of instructional time, and revised DOE memos stating issues
and errors.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Felicia Ferrance
808 443-7502

Aloha,

My name is Lehua Yamagata. I am a teacher of middle school students. I STRONGLY SUPPORT SB1039. Since ACT 167 has been made law, students have been forced to be in school longer (teachers too). How can the legislature expect students to be in school longer without making teachers stay in school longer? Even if a teacher gets a break in the middle of the day and does not have students to “instruct” at that time, he/she is still doing work and is forced to stay at work until the end of the day.

Additionally, no structures have been set to make sure the students’ time in school is truly beneficial. Teachers have lost valuable planning time. We don’t have regular meetings like we did before ACT 167. I also see many of my students so tired by the end of the day that the last period is almost pointless. ACT 167 should be repealed.

Mahalo, Lehua Yamagata

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 9:57:04 AM

Kim Sumida
1544 Haku Street
Honolulu, HI 96819-1637

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Kim Sumida.
I am a teacher at Moanalua Elementary School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Kim Sumida

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 9:26:34 AM

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

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is David Mitchell
I am a teacher at Radford High School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

David Mitchell
8083977822

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 9:19:52 AM

Sandy Ramiscal
95-2016 Puukaa Street
Mililani, HI 96789-6507

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Sandy Ramiscal.

I am a teacher at W.R. Farrington High School. I am part of the Teacher Academy, a program that introduces high school juniors and seniors to the field of education and teaching.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

It is difficult to convince our best students to enter teaching as a career when there are so many expectations and challenges.

Thank you for the opportunity to provide testimony.

Sincerely,

Sandy Ramiscal
808-221-8441

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:49:57 AM

Maya Yoshitake
P.O. Box 894290
Mililani, HI 96789-8290

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Maya Yoshitake
808-226-7742

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:26:20 AM

Russell Riley
42 Laumaewa Loop
Kihei, HI 96753-8257

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Russell Riley
I am a teacher at Maui Waena Intermediate

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Russell Riley

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:16:14 AM

Natasha Taketa
47-423 Hoopala St.
Kaneohe, HI 96744-4843

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Natasha Taketa.
I am a teacher at President William McKinley High School.

I am writing to ask your support of SB1039.

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. Just as the people of Hawaii are diverse and have unique needs and abilities, so are our schools. We tailor our schools programs to the needs of our students.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Natasha Taketa

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 7:19:28 AM

Ann Anusewicz
160 Keonekai Rd. #21-103
Kihei, HI 96753-7141

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Ann Anusewicz
I am a teacher at Kihei Elementary School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Ann Anusewicz

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 7:15:50 AM

Charlene Hosokawa
3005 Kalihi St
Honolulu, HI 96819-3022

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Charlene Hosokawa.
I am a teacher at Moanalua High School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Charlene Hosokawa
808 842-6603

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 7:01:18 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:

My name is MaryAnn Johnson
I am a teacher at Waipahu Intermediate School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has tried to manage a plethora of different
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and errors.

As teachers, we are committed to our students. We believe that student
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focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

MaryAnn Johnson
8086280649

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 5:58:04 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:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Lucille M. Motta

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 5:58:02 AM

Juli Patten
84-740 Kili Drive #1123
Waianae, HI 96792-1562

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Juli Patten
I am a teacher at Ma'ili Elementary School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Juli Patten
8085908262

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 5:16:30 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:

My name is Logan Okita.
I am a teacher at Nimitz Elementary School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Logan Okita
8083845595

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 3:06:10 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:

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

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Colleen Pasco
808-884-5042

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 10:21:14 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:

My name is Kristen Miyazono
I am a teacher at Waiakea Intermediate School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has tried to manage a plethora of different
bell schedules which all resulted in numerous changes, redefining
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and errors.

As teachers, we are committed to our students. We believe that student
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also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Kristen Miyazono

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:51:09 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:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
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to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

James Cadiz Jr.
808-497-1897

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:51:09 PM

Lisa Whitten
78 Laumakani loop
kihei, HI 96753-8200

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Lisa Whitten
I am a counselor at H.P. Baldwin High School.

I am writing to ask your support of SB1039.

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.

Now that our school is requiring so many instructional minutes for our
students, there is a shortage of time for IEP, 504, and student focused
team meetings that would normally take place after school. Teachers now
leave when students do (according to their contracts). While many teachers
stay beyond working hours, they are burned out. Also, many teachers used
to offer tutoring after school. Now there is not any time for tutoring.
Extending the school day has been detrimental to students. Mandating extra
minutes of instruction into the day has taken away from other essential
supports in schools. Where is the data that shows that an extended school
day benefits students?

As teachers and counselors, we are committed to our students. We believe
that student instructional time requires preparation, delivery, and
assessment that is focused and meaningful to achieve quality student
learning and growth. We also believe that quality instruction requires
adequate time for teachers to plan, articulate, and collaborate. Finally,
we believe that while it is clear that students should be provided the
best instructional opportunities, it is essential that the school
community and the professionals within that community should be
responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Lisa Whitten

8088750508

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:46:09 PM

Lori Tsukamoto
p.o. box 894333
Mililani, HI 96789-8323

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Lori Tsukamoto.
I am a teacher at Mililani High School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

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Thank you for the opportunity to provide testimony.

Sincerely,

Lori Tsukamoto

From:
To: [EDU Testimony](#)
Subject: Support SB1039
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:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
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to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Jason Chin

February 11, 2015

Dear Chair Kidani, Chair Keith-Agaran, and Members of the Committees,

My name is Jodi Kunimitsu, and I am a math teacher at Maui High School. I taught for ten years at Kaua'i High School, before moving to Maui this past summer. I write to you in strong support of SB 1039, related to student instructional time.

As an eleven-year veteran teacher of the Hawaii DOE, I have seen many initiatives come and go through the schools. However, none have caused as much stress and frustration as Act 167. I, along with most other teachers, have spent countless hours in meetings to discuss the school bell schedule – year after year. I don't remember a single year when I was at Kaua'i High, when the bell schedule did not come up for discussion. Imagine my disgust this afternoon, when I sat in a department meeting and was handed two bell schedules to look at and consider for next year – at Maui High. The amount of time and energy that schools are spending to try and meet the requirements of Act 167 could be better spent on things like collaborating on course materials, instructional strategies, and student needs. Instead, we ponder over and over, how we can fit everything into a seven-hour workday and not go insane.

There are several issues that we are facing at the school level due to the increasing demands of Act 167. First of all, we are trying to find every which way to “rename” parts of the school day, just to meet the requirements of Act 167. Student instructional time has been categorized into “class time”, “study hall”, “opening”, “closing”, “homeroom”, and who knows what other crazy names are out there. I highly doubt that the intent of increasing instructional time was to find out how many different ways we could rename that portion of time in the school day when students are supposed to be learning, but teachers are not required to teach.

In addition to renaming these parts of the school day, there is also an issue with the amount of time students are given to eat lunch. While I realize that lunch may not be high on the priority list for most adults, for some of these kids, it could be the only meal they get. When we start shortening their lunch period and trying to cram all the students into cafeteria facilities that are too small to fit the entire school, the result is that some students just aren't able to eat lunch. I know that at the high school level, students are not going to admit that they are hungry or that it is the only meal that they might eat that day. They try to fly under the radar and fit in as best as possible. Lunch time should be considered a priority and we should not be cutting minutes from these necessary break times between classes.

Finally, with the increase in instructional minutes, many schools have students in attendance from 7:45 a.m. to 2:45 p.m. This may not sound unreasonable to someone who gets paid for a regular 8-hour workday and works in an air-conditioned office. However, when you are talking about young teenagers with more energy than most of

us could even imagine having, and them having to sit still for the majority of those 7 hours, it is not the same situation. These students are so exhausted by the last hour of school that it is nearly impossible to have the same expectations as the students in your first period of the day. The students are not the only ones who are exhausted – teachers are equally exhausted. Please, consider the amount of energy it takes to teach each group of students that walks through that door each period. We are constantly trying to keep them engaged, manage their behavior, teach them new things, assess them, listen, counsel, comfort, uplift, encourage, etc., etc. This is an exhausting job as it is! Oh and by 2:45 p.m. on a regular, beautiful, Hawaii day, the temperature in those classrooms combined with the after lunch “kanak attack” (for those who were lucky enough to eat) makes it that much more difficult for the students to concentrate.

I’m sure I have provided you with more details than you wanted to read through, but I feel that you need to really understand what kind of impact legislation like Act 167 has on our students and schools. Please help to restore the morale at our schools and put an end to all the “bell schedule discussions” so that we can focus our energy on other important matters that affect our students. Please give schools more flexibility by repealing Act 167, so that they can make decisions that are best for their students and communities.

Thank you for the opportunity to testify in strong support of SB 1039!

Mahalo,

Jodi T. M. Kunimitsu
Kihei, Hawaii

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:31:17 PM

Angela McElroy
2855-B Kaee Loop
aiea, HI 96701-3615

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Angela McElroy.
I am a teacher at Kawanānakoā Middle School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Angela McElroy
352-255-7301

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:21:10 PM

Erich Smith
1015 Aoloo Place #457
Kailua, HI 96734-5214

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at Washington Middle School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
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and errors.

As teachers, we are committed to our students. We believe that student
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to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Erich Smith
8083429088

From:
To: [EDU Testimony](#)
Subject: Support SB1039
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:

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 ask your support of SB1039.

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.

Thank you for the opportunity to provide testimony.

Sincerely,

Loren Ayresman
8085738710

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 9:12:18 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 and I am a teacher at King Kekaulike High School on Maui for the Hawaiian Language Immersion Program. I have been at KKHS for five years and wholeheartedly have first hand knowledge and experience with some of the unrealistic policies being implemented; specifically Act 167 and Act 562.

For these reasons, I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Mahalo a nui,

Rebecca Kapolei Kiili
8088969897

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:56:14 PM

Justin Hughey
37 Poniu Circle
Wailuku, HI 96793-2905

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Justin Hughey
I am a teacher at King Kamehameha III Elementary.

I am writing to ask your support of SB1039.

Act 167/52 created major problems at almost every school. Teachers and students have told me it has put such a burden on their bell schedules that in some schools, students don't have enough time to eat lunch. I would like to note that at a resolution named, LAB 2014-03 Repeal Act 167/Act 52, was passed at last years Hawaii Democratic Party Convention. Instructional hours should remain subject to the collective bargaining process and negotiated between the Hawai'i State Teachers Association and the Board of Education.

Thank you for the opportunity to provide testimony.

Sincerely,

Justin Hughey

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:56:11 PM

Bill Armijo
p.o.box 5517
Kailua-Kona, HI 96745-5517

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Bill Armijo
I am a teacher at Kealakehe High

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Bill Armijo
8083310626

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:41:10 PM

Barry Borell
977 Haliimaile Rd
Makawao, HI 96768-9712

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

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bell schedules which all resulted in numerous changes, redefining
definitions of instructional time, and revised DOE memos stating issues
and errors.

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instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Barry Borell
8082505398

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:31:11 PM

Violet DePoe
4820 Iiwi Rd
Kapaa, HI 96746-1913

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Violet DePoe.
I am a teacher at Kapaa Elementary school.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Violet DePoe
5419050598

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:26:20 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:

My name is Angie Miyashiro
I am a teacher at Ka'u High and Pahala Elementary School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Angie Miyashiro
808-9602303

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:26:15 PM

Lorraine Bennett
5057-D Lightning Street
Kapolei, HI 96707-3671

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Lorraine Bennett
I am a teacher at Honowai Elementary School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Lorraine Bennett
8084543311

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:21:02 PM

Brian Flatt
3131 pualei cir
honolulu, HI 96815-4955

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Brian Flatt
I am a teacher at Prince David Kawananaoka Middle School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Brian Flatt
4977233

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:06:42 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:

My name is Edward Garcia
I am a middle school counselor at Maui Waena Intermediate School.
Please show your support to teachers and students by passing SB1039. Act 167 must be repealed.

Act 167 and Act 52 creates unrealistic requirements for instructional time.
It is unfair to ask teachers to implement a new curriculum (Common Core State Standards), be judged by a new evaluation system (Educator Effectiveness System), and institute increased instructional time requirements at the same time. Teachers are at their most effective when professional stresses are reduced, not when they are being asked to juggle three new programs, the effectiveness of which have yet to be determined.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students. 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. To respect on our right to negotiate the amount and use of work time, Act 167 must be repealed.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Edward B. Garcia

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 8:01:14 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:

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 ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Roxane K. Stewart
(808) 981-0270

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:46:09 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:

My name is Dawn Raymond
I am a teacher at Waiakea High School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Dawn Raymond

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:46:07 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:

My name is Wayne Feike
I am a teacher at Iao Intermediate School

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Wayne Feike
8082835651

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:46:05 PM

Lawrence Denis
PO Box 385847
Waikoloa, HI 96738-0847

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Lawrence Denis.

I am a teacher at Waikoloa School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Lawrence Denis III
8088831999

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:26:18 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:

My name is Anne Cross.

I am a special education teacher at Chiefess Kapiolani Elementary School in Hilo, Hawaii.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Anne CK Cross
808-937-5671

From:
To: [EDU Testimony](#)
Subject: Support SB1039
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:

My name is Laura Buller
I am a teacher at Molokai High

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

The burden of extended instructional minutes for students has infringed upon the common preparation period that helped facilitate after school meetings with parents. Repealing Act 167 is necessary for teachers to be able to deliver quality education.

Thank you for the opportunity to provide testimony.

Sincerely,

Laura Buller
8086585230

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:11:03 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:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Lester Kunimitsu
8088707744

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 7:01:17 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:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Christie Yamane
675-0177

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 6:51:14 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:

My name is Romeo Eleno
I am a teacher at Lana'i High & Elementary School.

I am writing to ask your support of SB1039.

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. The bell schedule is the worst I've been on in 20 years. It is not conducive to learning and teaching; therefore, we are not providing the best quality education for our students.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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. Teachers need to be part of the decision-making process in education-period!

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Romeo Eleno
8082232482

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Wednesday, February 11, 2015 6:36:24 PM

Mark Fontaine
P.O. Box 461
Laupahoehoe, HI 96764-0461

February 11, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Mark Fontaine.
I am a teacher at Laupahoehoe Community Public Charter School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Mark Fontaine
808-430-4262

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc:
Subject: Submitted testimony for SB1039 on Feb 13, 2015 13:00PM
Date: Thursday, February 12, 2015 11:28:48 AM

SB1039

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
Davelyn Lokelani Han	Individual	Support	No

Comments: I strongly support S.B. 1039, relating to instructional time. 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 an unfunded mandate called Act 167. The stated intent of Act 167 was to serve as a solution for the concerns raised when the state utilized "Furlough Fridays" to offset budget shortfalls. Instead, Act167 forced schools to create "Frankenstein schedules", increase class sizes, and/or become "creative" in determining what instructional time means. Instead of using time to plan and collaborate for our students, schools spent numerous meetings trying to find ways to implement Act 167/52. 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. In short, instead of increasing learning time and learning outcomes, the entire department has focused on finding ways to look like we are doing both. I believe student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. I also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Please support SB 1039. Mahalo!

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.

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To: Chairperson Michelle Kidani
Vice Chairperson Breene Harimoto
Members of the Senate Committee on Education

From: Corey Rosenlee

Subject: Support for SB1039, RELATING TO EDUCATION

I am a teacher from Campbell High and I support SB1039. There is the saying you can't beat a dead horse. I would like to create a new saying you can't beat a tired teacher. When I talk to teachers who have changed professions, they share that no profession is as exhausting as teaching. For hours a day we are on stage, trying our best to engage and excite our students and the same time we are monitoring 30-40 children for behavior.

There is the thought that if we increase teaching time we will improve education. I believe the opposite is true. You have to think of teacher energy as a finite resource. The more time they spend on teaching the less energy they have for planning and thus the quality of their teaching diminishes. Studies show there is no correlation between the amount of time spent in class and the quality of education. What studies do show is the quality of teaching matters more than time. Which makes sense, a bad teacher even with lots of time won't make as much of a difference as a good teacher with less time.

The problem is that by increasing instructional time actually produces burnt out teachers and reduces quality. In Finland one of the highest performers on international tests, they actually spend less time in class than Hawaii and the US.

Teachers spend 20-23 hours in instruction. What most people are unaware is the amount of paperwork required of K-12 teachers are required to do, including calls home, parent-teacher conferences, records for grades and attendance, IEP reports, and many other requirements. Many teachers also take on advising and coaching which is unpaid afterschool work. If we want quality instruction we need to give teachers more time to prepare and collaborate not less.

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 2:51:12 PM

Andrew Beh
154 kaiholu
Kailua, HI 96734-1968

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Andrew Beh

From:
To: Support SB1039
Subject: Thursday, February 12, 2015 3:36:08 PM
Date:

K. Jaremski-Kahakua
PO Box
Ocean View, HI 96737-7507

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is K.Jaremski-Kahakua
I am a teacher at Naalehu Elementary School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has tried to manage a plethora of different
bell schedules which all resulted in numerous changes, redefining
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and errors.

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also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

K. Jaremski-Kahakua

From: alphanumeric@gmail.com
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 4:26:23 PM

Christine Ho
1564 N. King Street
Honolulu, HI 96817-4229

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at Farrington High School.

I am writing to ask your support of SB1039.

Act 167 and Act 52 did not help us as teaching professionals. It just created a lot of problems for us.

We need the ability to plan, collaborate and research. Please allow us to make the best decisions for our students and the youth of Hawaii.

Thank you for the opportunity to provide testimony.

Sincerely,

Christine Ho

From: cmizota@hotmail.com
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 4:41:07 PM

Kendra Mizota
45372 Kanaka street
Kaneohe, HI 96744-1700

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Kendra Mizota
I am a former teacher at Kauluwela Elementary

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student
instructional time requires preparation, delivery, and assessment that is
focused and meaningful to achieve quality student learning and growth. We
also believe that quality instruction requires adequate time for teachers
to plan, articulate, and collaborate. Finally, we believe that while it
is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Kendra Mizota

From: mailinglist@capitol.hawaii.gov
To: [EDU Testimony](#)
Cc: mcasilhalsted@yahoo.com
Subject: Submitted testimony for SB1039 on Feb 13, 2015 13:00PM
Date: Thursday, February 12, 2015 4:52:37 PM

SB1039

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
Samuel Kekoa Halsted	Individual	Support	No

Comments: I am deeply opposed to the requirements of act 167. I would like to see the bill repealed in its entirety. As an American the passing of a law which obligates labor without compensation seems unconstitutional. There are laws in place to negotiate the terms of our contract and they are being circumvented to try and force teachers to work without pay. Please put yourself in our shoes and you realize how unfair this is. No matter how convoluted the definitions of instruction time gets everyone knows who is being obligated (without say) into free labor. Please vote to repeal act 167.

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From: krista.schmidt1@gmail.com
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 6:51:16 PM

Krista Tatum
1060 Eha St #105
Wailuku, HI 96793-2085

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Krista Tatum.
I am a teacher at Puu Kukui Elementary School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time, meetings, and planning trying to find ways to implement Act 167/52 instead of using time to plan and collaborate for our students.

The Department of Education has 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.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Krista Tatum

From: [a](#)
To: Support SB1039
Subject: Thursday, February 12, 2015 4:11:14 PM
Date:

Ahulani Haleamau-Kahawai
Hilo, HI 96720-1785

February 12, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Ahulani Haleamau-Kahawai.
I am a teacher at Chiefess Kapiolani School.

I am writing to ask your support of SB1039.

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.

Since the passage of Act 167, schools have spent enormous amounts of time,
meetings, and planning trying to find ways to implement Act 167/52 instead
of using time to plan and collaborate for our students.

The Department of Education has tried to manage a plethora of different
bell schedules which all resulted in numerous changes, redefining
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As teachers, we are committed to our students. We believe that student
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is clear that students should be provided the best instructional
opportunities, it is essential that the school community and the
professionals within that community should be responsible for developing
and delivering those opportunities.

Thank you for the opportunity to provide testimony.

Sincerely,

Ahulani Haleamau-Kahawai
8089693707

From: _____
To: _____
Cc: Submitted testimony for SB1039 on Feb 13, 2015 13:00PM
Subject: Thursday, February 12, 2015 9:47:29 AM
Date:

SB1039

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	Support	Yes

Comments: TESTIMONY FOR SENATE BILL 1039, 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 support of Senate Bill 1039, relating to student instructional hours. I see what is happening now in the elementary and secondary schools, the stress and the strain placed on the system with the unfunded mandate of Act 167, and feel compelled to register my frustration with the policy makers who have put those who 'live' in the public school system in this situation. The voters in the last election, with their unprecedented rejection of a first-term Democratic governor, were expressing extreme discontent with the 'education reform' policies developed and pursued by Governor, his appointed BOE, the leadership of the DOE, and various 'astroturf' 'education reform' organizations. Many ordinary citizens viewed these 'educational reform' policies as an effort to deconstruct and privatize public education in Hawaii. Act 167 is the centerpiece of this failed policy approach. The stated intention of Act 167 was, in part, to provide statewide consistency in terms of instructional time and to bring Hawaii in line with the rest of the country, without considering the necessity of providing resources to do that. As an unfunded mandate, it has stressed a brittle and impoverished public education system, within which teachers are the lowest paid in the country when cost of living is taken into account, to the point of crisis. More importantly, it was based on the questionable assumption of a strong and positive link between instructional 'seat' time and student achievement on meaningful learning measures. There is very little evidence to suggest a consistently positive correlation between simple 'seat time' and meaningful learning. As a teacher, I adhere to the principle that working conditions for teachers, including instructional time requirements, should be subject to collective bargaining, and reject the notion that we would concede the definition of instructional time to the Board of Education, especially when the current BOE has lost its mandate to govern and is in a state of flux. As a parent, I abide by the principle that an educational system which supports my daughter's learning and growth should not feel, to her, like a prison. It should not be a place where she spends all day, every day, on test prep. If Act 167 is not repealed, my daughter will be moving up through a public school system stressed far beyond capacity and completely unable to address her needs as a learner. She and her friends will be

moving into my high school, which by 2016, under this unfunded mandate, will have a tortuously long school day filled with large classes (because we have the same funding and have to provide more instructional time) where she will get far less attention and far less education. 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 it 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 passing SB 1039, 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.

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