



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

**Date:** 04/02/2013

**Committee:** House Finance

**Department:** Education

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

**Title of Bill:** SB 0238,HD1 RELATING TO EDUCATION

**Purpose of Bill:** Amends the definition of "student instructional hours" for elementary and secondary schools. Clarifies that statutorily established student instructional hour requirements are minimum requirements. (SB238 HD1)

**Department's Position:**

The Department of Education (Department) supports SB 238 HD1. This bill clarifies the definition of "student instructional hours" for elementary and secondary schools. The Department understands that improving student outcomes requires strategies to both increase time and improve instruction and student engagement.



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**Wil Okabe**  
President

**Joan Kamila Lewis**  
Vice President

**Colleen Pasco**  
Secretary-Treasurer

**Alvin Nagasako**  
Executive Director

## TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

DATE: TUESDAY, APRIL 2, 2013

RE: S.B. 238, H.D. 1 – RELATING TO EDUCATION

Person Testifying: WIL OKABE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

The Honorable Chair Takumi, Chair Belatti and Members of the Committee:

The Hawaii State Teachers Association (HSTA) continually **opposes SB 238, H.D. 1**, relating to student instructional hours.

HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. As the state affiliate of the 2.2 million member National Education Association, the HSTA believes that the definition stated in S.B. 238 relating to student instructional hours must be developed and implemented with teachers and their representatives through collective bargaining.

HSTA believes that instructional time is part of the teachers' work day and should not be legislated.

Instructional time is in the collective bargaining agreement and if the teachers' work day is lengthened, teachers must be compensated.

Based on a Star Advertisers article on March 3, 2013 entitled, "Longer School Days a Priority", it stated; "only two schools meet the minimum amount of instructional hours, Hana High and Castle High School." Further it states; "the Department of Education did not have an updated breakdown of instructional hours." In addition, the Superintendent is quoted as saying; "it is a difficult to provide guidance to secondary schools because there is confusion over exactly how to calculate minutes of instructional time." These examples clearly exemplify and highlight concerns that are the reality of what is happening in the schools.

As such, HSTA **opposes S.B. 238, H.D. 1** as we believe that student instructional hours must be developed and implemented with teachers and their representatives through collective bargaining.

Thank you for the opportunity to testify.



April 2, 2013  
2:00 p.m.; Agenda #1  
Conference Room 308

TESTIMONY TO  
THE HOUSE COMMITTEE ON FINANCE

**RE: SB 238 HD1 – Relating to Education**

Chair Luke, Vice Chairs Nishimoto and Johanson and the members of the committee,

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

**HAIS supports SB 238 HD1** which amends the definition of “student instructional hours” in elementary and secondary schools.

Here are some examples taken from the dialogue presently underway with Hawaii’s public and private schools within the context of the Hawaii Community Foundation “Schools of the Future” Initiative.

--Video instruction. The increasingly popular Khan Academy provides evidence that short and concise lessons presented via crisply designed video are effective in engaging students outside of formal class time; similarly, the new “flip-teaching” strategy allows a teacher to tape a week’s worth of content in advance and rely on students to view, and review such video content during the week while at home, thus increasing engagement at home, and at the same time making class time more useful and practical as a time to apply new knowledge to problems, case studies, group work and more.

--There is good reason to believe that good practice in medicine may provide some answers to this problem. Physicians are the top professionals in the field of medicine, and increasingly they are leveraging their time via the use of Physician’s Assistants and/or nurses with advanced training. Without increasing the amount of time that a professional teacher spends with instruction, paraprofessionals can extend learning time with lower costs.

--Similarly, given the number of after-school programs available in our schools, mostly focusing on care and recreation, these extra hours might be re-focused into co-curricular programs led by paraprofessionals who extend formal learning time by working in collaboration with a professional teacher.

--“Schools of the future” are places where much learning will occur in teams where teachers help students define problems that need solving by using “project-based learning” and where student teams are mobilized to invest many hours engaged in problem-solving activities with only occasional interaction with teachers.

--Like “project-based” learning, “directed studies” is another strategy that leverages teacher talent by maximizing self-initiated student learning.

--One last new frontier that has promise for “schools of the future” is performance-based assessment which serves to allow students to demonstrate to their teachers and peers what they have learned in a unit of study; simultaneously, such students are “teaching” their peers because they have mastered a particular subject, put what they have learned into presentation mode, and then share with their peers.

This thinking is preliminary; there is much more that might be explored and discovered by moving in this direction.

Thank you for the opportunity to testify.





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

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**TESTIMONY FOR SENATE BILL 238, HOUSE DRAFT 1, RELATING TO  
EDUCATION**

**House Committee on Finance  
Hon. Sylvia Luke, Chair  
Hon. Scott Y. Nishimoto, Vice Chair  
Hon. Aaron Ling Johanson, Vice Chair**

**Tuesday, April 2, 2013, 2:00 PM  
State Capitol, Conference Room 308**

Honorable Chair Luke and committee members:

I am Kris Coffield, representing the IMU Alliance, a nonpartisan political advocacy organization that currently boasts over 150 local members. On behalf of our members, we offer this testimony in strong support of Senate Bill 238, relating to education.

No detailed definition of “student instructional hours” currently exists under state law. Yet, as you are well aware, HRS §302A-251 currently directs all public elementary schools (excluding charter and multi-track schools) to implement a school year that includes 915 student instructional hours during the current school year, with secondary schools directed to implement a school year that includes 990 student instructional hours beginning in 2014 (and 1080 hours beginning in 2016). Institution of these increases necessarily involves dialogue about the distribution of instructional time, in part as it relates to overall work time for educators. Such discussions are only possible, though, if everyone is operating from a common, carefully elaborated baseline, which can only occur if you pass the definitional change contained in this bill.

Moreover, education reform efforts often involve analyses regarding the impact of student instructional time on learning growth. While studies have evinced mixed results about the correlation between these two items, local research on the how this correlation functions in our state's classrooms can only be performed on the basis of a common operational framework. Put simply, the state cannot scrutinize the impact of, experiment with, and subsidize reform efforts related to instructional time without knowing what such time legally means, both for educators and other stakeholders affected by the length of the school day.

We would like to note that this bill is extremely permissive. The definition of “student instructional hours” contained in this bill is broad, connecting instructional time to general

learner outcomes, something the Hawaii State Teachers Association has continually requested. General learner outcomes are the overarching goals of standards-based learning for all students in all grade levels, including the following:

- ⤴ **Self-directed Learner:** (the ability to be responsible for one's own learning);
- ⤴ **Community Contributor:** (the understanding that it is essential for human beings to work together);
- ⤴ **Complex Thinker:** (the ability to demonstrate critical thinking and problem solving);
- ⤴ **Quality Producer:** (the ability to recognize and produce quality performance and quality products);
- ⤴ **Effective Communicator:** (the ability to communicate effectively); and
- ⤴ **Effective and Ethical User of Technology:** (the ability to use a variety of technologies effectively and ethically).

As you can see, these six GLOs are panoramic in scope and subsume virtually all pedagogical and administrative tasks related to students, from directed subject-matter instruction to assessments to personal and generalized behavior modification. Thus, in theory, aside from professional development, team and parent meetings, and teacher prep periods, nearly any activity related to the teacher workday can be related to a GLO, making this an extremely teacher-friendly proposal.

Additionally, we feel compelled to note that this measure does not interfere with or attempt to subvert good faith collective bargaining processes between the state and the Hawaii State Teachers Association, as argued by the measure's opponents. HSTA both can and should negotiate for increased pay commensurate with increased teacher workloads as mandated instructional hour hikes are effectuated. More pay for more work is a fair contractual demand. With that in mind, lawmakers cannot allow education reforms that have been written into state law—in this case, HRS 302A-251 itself—to contain undefined terms that complicate implementation. If no definition is legislated, the Department of Education may be forced to unilaterally impose its own definition to meet legal requirements—a definition that may or may not be as broad as this measure. One could argue, then, that opposition to this measure is tantamount to support for unilateral imposition of departmental mandates that could impact contractual provisions, including apportionment of instructional hours and, as mentioned earlier, increased pay for larger workloads. Put simply, whether one supports or opposes them, the instructional hour mandates contained in HRS 302A-251 will not disappear at the end of the legislative session (unless the committee amends this bill to repeal parts or all of the subsection). That being case, policymakers should ensure that education reform statutes are as explicit,

detailed, feasible, and educator-friendly as possible, thereby establishing common ground for stakeholders to discuss steps that must be taken for effective and equitable implementation.

Finally, we urge you to maintain the amendments made by the House Education Committee regarding HRS 302A-251, which state that schools must implement no less than the time requirements specified by the subsection. This amendment protects against implementation problems stemming from unequal apportionment of instructional time for different students (with some students receiving more instructional time than others because of, for example, participation in project-based learning, thus confusing implementation of mandated instructional time increases under Act 167).

On a personal note, we entreat you to address the lack of a statewide definition of “student achievement” in the near future. While this measure is not the appropriate place to begin such a discussion, it is worth noting, perhaps, that overall efforts to reform lagging schools and advance achievement are inhibited by the lack of specificity regarding what achievement entails. Disagreement over what metrics to utilize for assessment should not be viewed as a barrier to bringing stakeholders together to discuss how to define success and, hopefully, find common ground from which to build schools that are a reflection of our own best selves.

Mahalo for the opportunity to testify in strong support of this bill.

Sincerely,  
Kris Coffield  
*Legislative Director*  
IMUAlliance



## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 4:14 PM  
**To:** FINTestimony  
**Cc:** aicorrea@juno.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Aileen Correa	HSTA	Oppose	No

Comments: Please do not pass SB 238. This is a collective bargaining issue for the teachers. Attempting to produce and pass a law to side step a negotiated contract is seen as a step toward "union busting". If this is so important to the Legislative body at this time, where is the funding to implement this law? Please FUND ALL INITIATIVES with REAL DOLLARS at the time of Passing the bill!!

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Dear esteemed legislators,

Please accept my testimony regarding SB238.

First of all, let me provide a little background about myself. I grew up in Palolo Valley, O'ahu. I attended Palolo Elementary, then went to Jarrett Intermediate, then went on to graduate from Kaimuki High School. I then moved to Los Angeles for college, and subsequently lived there for a period of time before moving home to Hawaii. I now live on the Big Island, and teach at Hilo High.

I am opposed to this legislation, as it seems to mirror canned bills that are created by a Republican-like lobby organization called ALEC, which provides gifts and the likes to politicians at their conventions, in order to get politicians to enact their pre-written bills. This organization further supports the legislators by writing any changes they need, etc.

As a principle, I think we should all be concerned when bills are not written here, for our own needs in Hawaii, by people who understand the needs of schools, teachers, students, and communities.

I will first respectfully say, that just as I do not understand best how your job works, you cannot understand mine, unless you have been a teacher. Next, I cannot understand why legislators, as well as the public presume to understand our job well enough to pass legislation on something that will have a huge impact on us. Would you like me to write laws about how you should do your job?

This is why we need school issues by people who understand how schools work, the psychology of child development, the intricate workings of child behavior, how to best guide and build good character in children.

This is why your role cannot and should not be put above the union to try to address these matters.

Let me clarify that I am not a major supporter of unions. But I do not like the union-busting slant this piece of legislation encompasses. As someone in private practice as a CPA for 13 years in Los Angeles, I did not feel a need for unions. I was well taken care of by my firm. My employers had good employment practices. But, when I became a teacher in Beverly Hills, California, I quickly saw how bad the employer could be, and began to understand why unions are important. (Even though I still believe there should be better mechanisms in place to remove bad teachers.)

Further, while in California, I saw Los Angeles School District struggle as a businessman became superintendent. Sadly, this was not effective, and he retired without much claim to fame as superintendent. I believe he was largely ineffective because he had no understanding of what it is to be a teacher.

I think this is the same problem we have with legislators trying to pass laws on teaching, and I also think it was a bad idea to let the governor appoint the board of education, many of whom, again, have no idea what it is like to teach in a classroom of 30 people.

We teachers have many good ideas on how to improve our schools. You simply need to hear our voices. You are welcome to call me at any time for more ideas.

But, in a nutshell, a very simple answer to most education problems, is one I saw in expensive, private college-prep schools in Los Angeles. You know, those schools that all the stars send their kids to....The answer: 2 adults in a classroom of 15 kids. One of the adults is a teacher and the other is a parapro. We teachers can get kids educated in nearly any subject if we are given this appropriate and proper adult-to-student ratio.

So if you want to get serious about getting all of Hawaii's children well-educated....there's the answer.

Next, I wonder why the public is so happy to strap teachers with so much beaurocratic red tape. I truly feel like we are being discriminated against. Nowhere, nor at any time, have I ever seen the public, and legislators pick on a single class of employees as they do with teachers. No other group of government employees gets such tough scrutiny. This is not done to police or firemen, or other state workers.

Can you please tell me which country in the world rose to the top in education by trying to fire all the teachers?

None. This simply is not how the top educational countries got there. Take Singapore. They are ranked in the top 5 in education in the world now, consistently, year after year. They INVESTED in their teachers and educational system. They actually send their teachers to two weeks training per year on HOW to teach content knowledge. They have a centralized teacher education program so it is consistent for all teachers.

Denmark has done much the same. Denmark also has a unified curriculum that every teacher knows, and which they all share. They also have common office rooms where teachers can be near other professionals and collaborate.

We do none of that here. The system in Hawaii, as in the larger United States, is extremely haphazard. And the teachers are currently the political scapegoat.

I will be happy to share ideas with you on how this situation can be turned around and made more successful. We could begin simply by having standardized syllabuses and pacing guides for high school classes. Currently, all teachers are charged with coming up with their own, so there is no uniformity.

Next, we should all have the same teaching materials at our fingertips. As a special ed teacher, I do not have access to the same books as regular ed teachers.

Further, if I am expected to teach Common Core Standards for math next year, why is there no talk of training me on HOW to teach this? If our state and country is as serious about education as Singapore is, we should act more like Singapore in this regard.

And part of Singapore's education system charges the family with part of the responsibility of their children's education. Again, teachers are not the scapegoat there, as they are here.

Another piece of Singapore's system is that they hire curriculum writers. Yes, they pay people to do this!!!

Why do we go shopping around for a book made by someone else, like a one-size-fits-all? Is this the best approach? Not for Singapore.

Please take my comments into consideration. There are ways to make our system better. But SB238 is not the answer.

I am happy to answer any questions you may have, and am willing to come and meet with you at a later date about this matter. I have 13 years experience as a teacher in different states, and would be happy to share and compare the best practices of the different systems.

Mahalo, Noel Al-Khatib, 808.981.5750, Hilo Hawaii.

## FINTestimony

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**From:** EDU Testimony  
**Sent:** Monday, April 01, 2013 8:49 AM  
**To:** FINTestimony  
**Subject:** FW: SB 238: Measure Title: RELATING TO EDUCATION

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**From:** Amber & Ken Garcia [<mailto:garciak005@hawaii.rr.com>]  
**Sent:** Saturday, March 30, 2013 4:32 AM  
**To:** EDU Testimony  
**Subject:** SB 238: Measure Title: RELATING TO EDUCATION

Aloha,

I oppose SB238. The bill bypasses the collective bargaining process. Teachers want the very best for their students and know what works in the classroom. Historically, collective bargaining has given teachers a voice on class size, quality education, and teaching and learning conditions. Please allow the historical use of the collective bargaining unit process to hear teachers' voices regarding instructional hours and not bypass teacher voices.

Mahalo,

Amber A. Garcia

Teacher, Waimea Elementary School



## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 2:28 PM  
**To:** FINTestimony  
**Cc:** hanabay17@yahoo.com  
**Subject:** \*Submitted testimony for SB238 on Apr 2, 2013 14:00PM\*

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Beate L Arendale	Individual	Oppose	No

#### Comments:

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 7:38 PM  
**To:** FINTestimony  
**Cc:** Ekfia@icloud.com  
**Subject:** \*Submitted testimony for SB238 on Apr 2, 2013 14:00PM\*

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Eleyne Fia	Individual	Oppose	No

#### Comments:

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Monday, April 01, 2013 1:43 AM  
**To:** FINTestimony  
**Cc:** avisleona@yahoo.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 4/1/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Avis Kaona	Individual	Oppose	No

Comments: I oppose this bill because I feel that any type of legislation that affects my work hours or conditions should be collectively bargained not legislated or mandated.

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 8:39 AM  
**To:** FINTestimony  
**Cc:** bkiakona@hotmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Barbara Kiakona	Individual	Oppose	No

Comments: I am opposed to this bill because it defines what "others" think are instructional minutes with students and it is always related to classroom time. However, many a lesson is taught and/or learned in activity (play) time. Students learn to get along with one another, they learn sharing, they learn conflict management, etc. The definition that the law makes does not take into consideration these other alternative ways of learning. Mahalo for your time.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 10:46 AM  
**To:** FINTestimony  
**Cc:** cjpasco@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Colleen Pasco	Individual	Oppose	No

Comments: I am writing in opposition to SB 283 regarding instructional hours for public school students. Too many times in recent years, the Legislature has mandated actions to be carried out in our public schools, but little or no funding has been attached to such laws. Schools are left to figure out how to carry out such mandates under the stress of continually reduced budgets. Adding instructional minutes to the school day will violate the contractual hours of teachers. We have just spent two extremely stressful years under a LBFO and four years under furlough days and reduced pay. Our instructional tasks have not been reduced, just the time available to us to get the job done. Now the Legislature wants to add more time to our day with no mention of increased compensation. To me that is just another version of furlough/reduced pay. Increased instructional minutes needs to be addressed through collective bargaining, a constitutional right in the State of Hawaii, and a right that has been repeatedly ignored in the last several years. Do not continue to ignore our right to negotiate our working hours and conditions. Please vote NO on SB 283 and trust educators to do what is best for our students and our profession. We are the ones on the front line of this issue every day.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 8:31 AM  
**To:** FINTestimony  
**Cc:** dgweidman@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Doug Weidman	Individual	Oppose	No

Comments: We can know see that an imposed contract (collective bargaining down the drain)led to negative outcomes regarding education. Why you would want to continue on the same downward path is a mystery.

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 6:19 PM  
**To:** FINTestimony  
**Cc:** fbellingerg@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Fran Bellinger	Individual	Oppose	No

Comments: I strongly opposed SB238. I am a teacher for more than 30+ years. I believe in protecting our state's collective bargaining law and respect workers' right to "negotiate, not legislate."

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 2:33 PM  
**To:** FINTestimony  
**Cc:** jikasan@aol.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
James Cadiz	Individual	Oppose	No

Comments: I oppose SB238. Teachers have the right to collective bargaining.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 8:00 PM  
**To:** FINTestimony  
**Cc:** jgrissim@yahoo.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jean Grissim	Individual	Oppose	No

Comments: Hello, I oppose this bill as it bypasses the collective bargaining process. Teachers know first hand the circumstances, needs and best practices for learning conditionings. Therefore, teachers can most efficiently make recommendations regarding class size/optimal learning environments. Jean Grissim

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 11:52 AM  
**To:** FINTestimony  
**Cc:** jacksonjen@aol.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jenny Jackson	Individual	Oppose	No

Comments: As a teacher, more and more is being asked of us to improve the educational process. Yet no more time for prep, analyzing data, grading, or the hundreds of other tasks we are asked to do after school is being provided. Thursday, I spent 2 hours after school planning math for next week. Two hours for one subject, one task. Please do not think that adding instructional minutes will improve anything without providing teachers with the extra after school time to make it effective.

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 7:36 PM  
**To:** FINTestimony  
**Cc:** Jonfia@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Jon Fia	Individual	Oppose	No

Comments: Instructional minutes/time should be negotiated. If it is going to be mandated to have longer instructional time, is the state prepared to pay the teachers for the added time? Of course, that should also be negotiated.

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 7:21 AM  
**To:** FINTestimony  
**Cc:** lisa.m.galloway@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
LM Galloway	Individual	Oppose	No

Comments: Please vote NO on this bill - SB238 attempts to bypass the collective bargaining process.

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 5:46 PM  
**To:** FINTestimony  
**Cc:** mhoy\_9092@hotmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Margaret Hoy	Individual	Oppose	No

Comments: This bill regarding instructional minutes bypasses my collective bargaining rights. I want the best for my students and I know what works for them in the classroom. Thank you for your consideration of my concerns.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 6:18 AM  
**To:** FINTestimony  
**Cc:** mhaines26@aol.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Maria Haines	Individual	Oppose	No

Comments: As a teacher this will affect me. This is a matter that teachers have the right to collectively bargain.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 10:48 PM  
**To:** FINTestimony  
**Cc:** matty\_dr@hotmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Matthew Rossman	Individual	Support	No

Comments: Please pass this bill. My name is Matthew Rossman and I am a teacher and a member of HSTA. My wife also teaches. We give regular instruction during recess and passing time. This bill will give us credit for the instructional time that we give. My wife, along with many teachers at her school, do tutoring, and instruct students on taking makeup tests during her recess and lunch. During my recess yard duty, I am instructing my students on how to cooperate, communicate, and follow rules. Thank you so much for giving us credit for these instructional minutes. Sincerely, Matthew Rossman  
Teacher at Holualoa School Hawaii

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 4:05 AM  
**To:** FINTestimony  
**Cc:** nikan@hawaiiantel.net  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Nikan Arapoff	Individual	Oppose	No

Comments: If an employer wants employees to work longer hours, they need to be paid a commensurate amount more. Bypassing the bargaining process is wrong. The new teacher contract is not a carte blanche to make unethical demands. Respectfully, Nikan Arapoff

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## **FINTestimony**

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 7:16 PM  
**To:** FINTestimony  
**Cc:** Rataylor69@yahoo.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Regina Taylor	Individual	Oppose	No

Comments: Please oppose this bill.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 7:43 AM  
**To:** FINTestimony  
**Cc:** sup4972@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Robert Sternthall	Individual	Oppose	No

Comments: I oppose this bill because it bypasses the collective bargaining process. Teachers need to have a say and a vote on matters relating to education because we are in the classroom daily caring for the educational needs of our students. To impose conditions on administrators and teachers, and bypassing collective bargaining may lead to conditions that are not in the best interests of the students in our state. Thank you.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Saturday, March 30, 2013 4:43 PM  
**To:** FINTestimony  
**Cc:** shanae.hatchell@gmail.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/30/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Shanae Hatchell	Individual	Oppose	No

Comments: I am opposed to this bill because it puts into place requirements that need to be determined through collective bargaining. Teachers need to be compensated for any extra time required of them. This, therefore, is matter that needs to be negotiated.

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## FINTestimony

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**From:** mailinglist@capitol.hawaii.gov  
**Sent:** Sunday, March 31, 2013 11:33 AM  
**To:** FINTestimony  
**Cc:** kolohee@hawaii.rr.com  
**Subject:** Submitted testimony for SB238 on Apr 2, 2013 14:00PM

### **SB238**

Submitted on: 3/31/2013

Testimony for FIN on Apr 2, 2013 14:00PM in Conference Room 308

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Toni Hall	Individual	Oppose	No

Comments: Historically, collective bargaining has given teachers a voice on class size, quality education, and teaching and learning conditions of students. This bill bypasses that process, leaving teachers without a voice. Mandating how many minutes a class must have and how many minutes in a class must be used as instruction is ridiculous. As a teacher I use the maximum number of minutes needed to teach my students. I do not waste them, nor do I need someone standing over my shoulder telling me what or how to teach. I am a professional with a college degree, trained in my profession, with enough knowledge of my content area that I can teach at any grade level. Please allow teachers the courtesy of acknowledging our professionalism and to keep our voice through the collective bargaining process.

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