



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

Date: 03/11/2013

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0238 RELATING TO EDUCATION

Purpose of Bill: Amends the definition of "student instructional hours" for elementary and secondary schools.

Department's Position:

The Department of Education (Department) supports SB 238. 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.



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

TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION AND THE HOUSE COMMITTEE ON HEALTH

DATE: MONDAY, MARCH 11, 2013

RE: S.B. 238 – RELATING TO EDUCATION

Wil Okabe
President

Joan Kamila Lewis
Vice President

Colleen Pasco
Secretary-Treasurer

Alvin Nagasako
Executive Director

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**, 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." And 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** 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.



March 11, 2013
2:00 p.m.
Conference Room 309

TESTIMONY TO
THE HOUSE COMMITTEE ON EDUCATION

RE: SB 238 – Relating to Education

Chair Takumi, Vice Chair Ohno 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 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.



S E A C
Special Education Advisory Council

919 Ala Moana Blvd., Room 101

Honolulu, HI 96814

Phone: 586-8126 Fax: 586-8129

email: spin@doh.hawaii.gov

March 11, 2013

**Special Education
Advisory Council**

Ms. Ivalee Sinclair, *Chair*
Ms. Martha Guinan, *Vice
Chair*

Ms. Brendelyn Ancheta
Ms. Cassandra Bennett
Dr. Tammy Bopp
Ms. Jyo Bridgewater
Dr. Robert Campbell
Ms. Deborah Cheeseman
Ms. Annette Cooper
Ms. Phyllis DeKok
Ms. Shari Dela Cuadra-Larsen,
liaison to the Superintendent
Ms. Gabriele Finn
Ms. Tami Ho
Ms. Barbara Ioli
Ms. Deborah Kobayakawa
Ms. Bernadette Lane
Ms. Shanelle Lum
Ms. Eleanor MacDonald
Ms. Rachel Matsunobu
Ms. Dale Matsuura
Ms. Stacey Oshio
Ms. Zaidarene Place
Ms. Barbara Pretty
Ms. Kau'i Rezentes
Ms. Melissa Rosen
Dr. Patricia Sheehey
Mr. Tom Smith
Mr. Mike Tamahaha
Dr. Daniel Ulrich
Ms. Cari White

Jan Tateishi, Staff
Susan Rocco, Staff

Representative Roy M. Takumi, Chair
Committee on Education
Representative Della Au Belatti, Chair
Committee on Health
State Capitol
Honolulu, HI 96813

RE: SB 238 - RELATING TO EDUCATION

Dear Chairs Takumi and Belatti and Members of the Committees,

The Special Education Advisory Council (SEAC), Hawaii's State Advisory Panel under the Individuals with Disabilities Education Act (IDEA), **strongly supports** SB 238 and its amended definition of *student instructional hours*.

A clear and functional definition of instructional hours is necessary for progress in expanding learning time to achieve greater academic success for students with and without disabilities. Students with Individualized Education Programs (IEPs) have been consistently and significantly underperforming their same age peers on statewide assessments. Only one in five special education students met proficiency on the 2011-12 HSA reading assessment compared to three in five general education students.

Project-based learning, one component of the amended definition, has shown the beneficial effect of promoting inclusive learning and providing opportunities to address a student's individualized vocational goals. Technology-assisted learning is a required consideration in each student's IEP to afford accessibility to the general education curriculum.

As the Department moves forward in maximizing student learning time, SEAC asks that you also consider the necessity of providing adequate time for teacher planning time and professional development.

Thank you for the opportunity to provide testimony on this important legislation. I will be happy to answer questions.

Respectfully,

Ivalee Sinclair, Chair



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

TESTIMONY FOR SENATE BILL 238, RELATING TO EDUCATION

House Committee on Education
Hon. Roy M. Takumi, Chair
Hon. Takashi Ohno, Vice Chair

Monday, March 11, 2013, 2:00 PM
State Capitol, Conference Room 309

Honorable Chair Takumi 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. 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. That said, if the definition contained in this bill is deemed to be so broad (particularly for secondary schools) as to create 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, thereby confusing implementation of mandated instructional time increases under Act 167), we would urge the committee to use this vehicle to amend HRS 302A-251 to state that schools must implement no less than the time requirements specified by the subsection, as you did with the House companion to this bill.

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.

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

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECcoalition.org

House Committee on Education
Representative Roy Takumi, Chair
Representative Takashi Ohno, Vice Chair

House Committee on Health
Representative Della Au Belatti, Chair
Representative Dee Morikawa, Vice Chair

March 11, 2013

Dear Chairs Takumi and Belatti, Vice Chairs Ohno and Morikawa, and Committee Members:

This testimony is submitted in support with amendments of SB238, on instructional time.

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.

We like that the bill creates separate definitions for elementary and secondary students.

We request that you consider the following amendment for the section relating to the definition for secondary students:

1. Under Section 1, delete lines 9 & 10 and insert the following bolded language in line 3.

3 schools, "student instructional hours" **may include activities related to the general learner outcomes such as:**

4 -(A) Presentations by persons other than teachers;

5 -(B) Directed study;

6 -(C) Time spent in homeroom;

7 -(D) Student advisory time;

8 (E) Statewide performance assessment; and

DELETE : 9 –[(F) All other activities in which there is a related
10 general learner outcome attached to such time."]

This revision supports learning around the general learner outcomes, but eliminates some of the ambiguity around "all other activities in which there is a related general learner outcome

attached to such time. ” If the language is too broad, it could lead to unnecessary confusion for principals, teachers and school community councils in crafting bell schedules.

We also recognize that the law allows a school to seek a waiver if they feel their instructional time strategy is meeting the academic needs of their students, upon approval of the Board of Education.

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

Sincerely,

Cheri Nakamura
HE'E Coalition Director

HE'E Member List

Academy 21

After-School All-Stars Hawaii

Alliance for Place Based Learning

*Castle Complex Community Council

Center for Civic Education

Coalition for Children with Special Needs

*DOE Windward District

*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 Education Matters

*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

Kamehameha Schools

*Kanu Hawai'i

Kupu A'e

*Leaders for the Next Generation

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 (*)

Aloha,

I am opposed to Bill SB238 because it takes away our collective bargaining rights. Collective bargaining rights are important because the process allows for a fair and reasonable contract to be negotiated. As a teacher, I want to be able to voice my concerns on matters that directly affect my personal life as well as the growth and development of my students.

Mahalo,

Alison Hess

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 08, 2013 12:24 PM
To: EDNtestimony
Cc: annieckcross@gmail.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/8/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Anne CK Cross	Individual	Oppose	No

Comments: Instructional minutes are part of the teachers' work day and should be negotiated not legislated. If the teacher instructional time needs to be lengthened in order for schools to comply than teachers must be compensated. This bill is unclear and could be interpreted differently by each school. The language in our contract is very clear. According to a recent article in the newspaper only two high schools in the state have been able to meet the instructional minutes and they are Hana and Castle.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 11:59 AM
To: EDNtestimony
Cc: toni_reynolds@email.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Antoinette Reynolds	Individual	Oppose	No

Comments: Mandating set instructional minutes does a disservice to local schools; we have varying needs, and most schools are already implementing additional minutes through after school programs, etc. This bill is yet another example of "micro managing"; It is also a BARGAINING ISSUE. Employee work hours should be negotiated, not implemented without proper due process.

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3/10/13

To Whom it May Concern,

I oppose the bill SB238.

The bill bypasses the collective bargaining process. I want the very best for my students and I know what works in my classroom. Collective bargaining gives all teachers a voice on class size, quality education, and teaching and learning conditions. As the experts on public school students and their needs, please let me be heard. Please honor the collective bargaining process and oppose this bill, SB238, with me.

Mahalo,

Esther G. Luczon

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 08, 2013 12:39 PM
To: EDNtestimony
Cc: JohnKometan@gmail.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/8/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
John Kometani	Individual	Comments Only	No

Comments: Dear Senator Green, As a public school teacher at Kohala High School on the Big Island, I have to be in opposition to SB 238, Instructional Minutes. Instructional time is part of the teacher's work day and should not be legislated. It is also apart of our collective bargaining agreement. I already spend so much time outside of the school day doing school related non compensated work and activities (preparing lessons, grading work/exams, planning/taking part in student activities such as dances, homecoming, graduation). If the teachers' work day is lengthened by law, teachers must be compensated for that portion of time. Thank you for your time. Respectfully yours, John Kometani

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Esteemed Legislators,

I oppose SB238, the bill designed to increase instructional minutes, on two counts.

First, I oppose it because it by-passes the collective bargaining process between the public school teachers of Hawaii and the State. As a teacher myself, I feel that I am an expert in the classroom, as I have been teaching almost 25 years. Any proposed change to my teaching hours or teaching conditions affects my students AND me; I deserve a voice in the process, and my voice is the collective bargaining negotiations between HSTA and the State. Please vote down this bill, and let the proper discussions take place.

Second, I oppose this bill because it changes my working conditions, and according to Abercrombie's latest contract offer, there is NO fair pay increase being offered to compensate me for working more hours. (In fact, his proposed small pay increase doesn't even cover a cost-of-living increase!) In any other profession, a change to working hours would be made with a fair increase in pay ...but, in this critical year, that is not yet the case.

Therefore, please vote NO to SB238!

Sincerely, Laurel Clay

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Friday, March 08, 2013 12:31 PM
To: EDNtestimony
Cc: mhoy_9092@hotmail.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/8/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Margaret Hoy	Individual	Oppose	No

Comments: Honorable Legislators: I am commenting on this bill as a 32 year veteran teacher from the Big Island. I strongly oppose the legislating of instructional minutes when it is already in the contract language NEGOTIATED by HSTA with the state. Instructional time is in the collective bargaining agreement and if the the teachers' work day is lengthened, teachers must be compensated. Thank you.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 1:58 PM
To: EDNtestimony
Cc: bkiakona@hotmail.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Barbara Kiakona	Individual	Oppose	No

Comments: Teachers want the very best for their students and know what works in the classroom. Our collective bargaining has given teachers a voice on class size, quality education, and teaching and learning conditions and we need to adhere to those conditions to give us the freedom to work with the type of students we have, the type of community we live and work in and the type of parents that we must deal with.

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Jenna Takenouchi

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Sent: Sunday, March 10, 2013 1:58 PM
To: EDNtestimony
Cc: clfong@aol.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Cynthia Fong	Individual	Oppose	No

Comments: I am opposed to the bill as it does not change outcomes and certainly does not include the stakeholders involved a voice. If anything, it makes it more of a mockery of public education since it broadens definitions using GLOs, in which anything can be justified under. There is more to this than what is being written and unfortunately, it appears that it will be a one-sided definition of what can/can not be done without having the real stakeholders voices involved for the particulars of their specific school or community needs.

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 3:19 PM
To: EDNtestimony
Cc: malia72@excite.com
Subject: *Submitted testimony for SB238 on Mar 11, 2013 14:00PM*

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Malia Lee	HSTA	Oppose	No

Comments:

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Jenna Takenouchi

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Sent: Sunday, March 10, 2013 8:06 PM
To: EDNtestimony
Cc: corriganelizabeth00@gmail.com
Subject: *Submitted testimony for SB238 on Mar 11, 2013 14:00PM*

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Elizabeth Corrigan	HSTA	Oppose	No

Comments:

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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 6:45 PM
To: EDNtestimony
Cc: orre001@hawaii.rr.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Eve Orr	Individual	Oppose	No

Comments: I am a teacher. I have lived in Hawaii for 28 years. My husband and I have taught many of those years. I am still teaching. We need to keep our collective bargaining. Thank you for you time and consideration in this matter.

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Jenna Takenouchi

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To: EDNtestimony
Cc: Jonfia@gmail.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Jon Fia	Individual	Comments Only	No

Comments: The bill is too vague. The definitions of extra instructional time need to be more clearly stated. What impact will it have on teachers? If we are talking about additional hours beyond the scheduled workday are we also talking about increased compensation?

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Aloha,

Currently ACT 167 was a mess. It created a massive problem for school Administrators. The teachers' contract for elementary schools is 1415 instructional minutes per week, secondary 1285. ACT 167 raised this to 1525 for students. Administrators who try to force teachers to work more than their contracted hours face grievances from HSTA. If this bill was designed to fix ACT 167 then I applaud the effort. A lot of Administrators were cutting recess to ensure they were abiding by the law. This bill should say that the instructional hours for students will be no less than the collectively bargained instructional minutes in the teachers' contract. Is aligning the student instructional hours with teacher instructional hours too much to ask for? Overall I don't know why the state is interfering with the collective bargaining process.

Mahalo,

Justin Hughey

Second Grade Special Education Teacher

Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 4:54 PM
To: EDNtestimony
Cc: kkmart@hotmail.com
Subject: *Submitted testimony for SB238 on Mar 11, 2013 14:00PM*

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Kim Holokai	Individual	Oppose	No

Comments:

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Jenna Takenouchi

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Sent: Sunday, March 10, 2013 9:20 PM
To: EDNtestimony
Cc: sseal@iname.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Rebekah G Seal LaPlante	Individual	Oppose	No

Comments: I oppose this bill because I believe that teachers should have a voice in conditions that affect them. This bill bypasses collective bargaining, and shouldn't.

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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Jenna Takenouchi

From: mailinglist@capitol.hawaii.gov
Sent: Sunday, March 10, 2013 10:23 PM
To: EDNtestimony
Cc: Remoto1@aol.com
Subject: Submitted testimony for SB238 on Mar 11, 2013 14:00PM

SB238

Submitted on: 3/10/2013

Testimony for EDN on Mar 11, 2013 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Renee Nakamoto	Individual	Oppose	No

Comments: 3/10/13 To Whom it May Concern, I oppose the bill SB238. The bill bypasses the collective bargaining process. I want the very best for my students and I know what works in my classroom. Collective bargaining gives all teachers a voice on class size, quality education, and teaching and learning conditions. As the experts on public school students and their needs, please let me be heard. Please honor the collective bargaining process and oppose this bill, SB238, with me.

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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