



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

Date: 03/12/2014

Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2922, SD2(sscr2795) RELATING TO EDUCATION.

Purpose of Bill: Requires the lengthening of the school year from 180 days to an unspecified number of days beginning with the 2015-2016 school year. Discontinues the requirements for minimum number of student hours effective at the end of the 2014-2015 school year. Makes an appropriation to the department of education. Effective 7/1/2050. (SD2)

Department's Position:

The Department of Education appreciates the intent of this bill to improve our public education system and to increase the number of instructional days to provide more flexibility on the school level than the current law allows. If, with the assistance of the Legislature and other stakeholders, we can overcome the following concerns the Department will be both operationally and fiscally able to implement this measure for any number of additional days that may be decided upon:

- An increase in the instructional days or as described in the bill as an extension of the school year would have an impact on multiple employees including teachers at the school, complex area and state level, vice-principals, educational assistants, school health aids, school security attendants, and school food service managers. Such impacts include work year, salaries, pay schedules, and additional paid holidays, among other things, that would need to be negotiated with the various exclusive representatives of the affected 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 contiguous to the work day). An increase to 190 instructional days would require either the elimination of those 10 days without students (many of which are critical days for teachers' planning, collaboration and professional growth) or an extension of the employees' work year, all of which would require a change to the collective bargaining agreement.

- As indicated above, the current agreement with the Hawaii State Teachers Association is for the period 2013-2017. This bill proposes an increase in the number of

instructional days, yet to be determined, to take effect with SY 2015-2016. Unless a change can be made to the current collective bargaining agreement the requirements of this bill cannot be met.

- Aside from the issues that would require collective bargaining, the Department must also be prepared to support other increases in costs that would arise from increasing the number of instructional days. In addition to salaries there also would be a need to cover daily operational costs of education including, but not limited to, student transportation, lunch, utilities and other student support services such as those provided for students with disabilities.

For the Committee's information, the Department's per day estimate for an additional instructional day would amount to \$6.1 million for SY 2015-2016 and \$6.3 million for SY 2016-2017 based on taking into consideration the cost issues as raised above.

We are also aware of HB 1675 HD1 (and the SB 2139 SD2 companion) that speaks to this same subject matter but retains the statutory provision relating to student instructional hours but repeals the out years increased hours. The Department has supported this particular measure. We note however, that this bill in its current form has a defective effective date of which we will be asking that this be changed, to be effective upon approval.

The Department is open to further discussion on the issue of student instructional hours or additional instructional days and we appreciate your consideration of the concerns raised and thank you for the opportunity to testify on this measure.



HAWAII STATE PTSA

every child. one voice.

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March 9, 2014

Representative Takumi
Chair House Committee on Education State Capitol

RE: SB 2922 SD2 - RELATING TO EDUCATION

Dear Chair Takumi, Vice Chair Ohno and Members of the Committee,

The Hawaii State PTSA is against SB2922 SD2, repealing the minimum instructional hour requirements but supports an increase of instructional school days.

According to the 'National Center for Educational Statistics' (NCES) Hawaii has made tremendous improvement in student learning in the past 5 years, especially for math, with an average scaled score of 281.41 in comparison with 283.62 nationally for 8th graders in 2013. Hawaii's average scaled score in Reading was 259.96 in comparison with 266.01 nationally. This leave much room for improvement. In the 2013 Legislative Report 'Relating to School Year and Instructional Time' Hawaii is one of only a handful of states with a state policy on minimum instructional days, minimum instructional hours, and minimum hours in the school days. This is something we must be proud of and continue to move forward as laid out in the plan, Act 167 which would ensure consistency for all schools.

The data on instructional time from TIMSS indicated that the U.S. average number of total instructional hours, which is hours allotted just for instruction and does not include breaks for lunch, etc. is 1,078 for elementary schools (4th grade) and 1,114 for lower secondary schools (8th grade). We must not retract from hours but increase it in order to move Hawaii forward in the nation and provide our children the best possible future.

The Hawaii Congress of Parents, Teachers, and Students, also known as the Hawaii State PTSA, is a registered 501(c)(3) non-profit organization made up of more than 22,000 volunteers dedicated to improving the lives of Hawaii's keiki. Chartered in 1926, the Hawaii State PTSA is Hawaii's oldest and largest child advocacy organization. We are a state charter of the National PTA, made up of local units throughout the State of Hawaii.

The Hawaii State PTSA urges that the instructional hours not be reduced. Should you have any questions or need additional information, please feel free to contact our office. We look forward to your continued participation.

Thank you for considering our testimony,
Liz Sager
President
(Original signatures are on file)

Jessica Wong-Sumida
VP-Legislation

841 Bishop St., Suite 301
Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

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

March 12, 2014

Dear Chair Takumi, Vice Chair Ohno, and Committee Members:

These comments are for SB2922 SD2, which increases the school year to an unspecified number of days but repeals the minimum student instructional time requirement.

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.

One of our purposes is to provide a community voice for policy/legislative issues. We are presenting comments from the majority of our Coalition (75% consensus), who oppose the bill and encourage to stay with the law, as well as additional comments from a minority of our Coalition, teachers in this case, who are not in favor of neither a high number of required instructional minutes nor the extension of the school year.

Majority Coalition Comments

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

1. Prevent future furloughs for students.
2. Provide instructional time equity 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. The DOE has undertaken the task of aligning the bell schedules for secondary schools and has made great progress. We support their effort to continue to meet the instructional time goals set forth in Act 167.

Repealing minimum instructional time in Act 167 now does not make sense. We advocate for maintaining the law and recommend the following amendments:

1. Delay the next phase of requiring all schools to meet 1080 hours (6 hour day) of student instruction. We recommend deferring the implementation date until the next bargaining year (2018-19) so that any additional costs associated with increasing the time can be included in that contract. Reaching the 1080 hours goal is reasonable, especially when looking at

minimum instructional hours in other states. Most states have minimum instructional hours for students and in secondary schools; the minimum hours are over 1000 hours. (See attachment with data from National Center on Teaching and Learning)

We strongly encourage you to stay the course with this law, and consider our amendments as a compromise.

Minority Coalition Comment

Feedback from teachers indicate that they want neither an extension of the school year nor a high number of required instructional minutes during the school year, mostly due to the already strenuous workload and high number of responsibilities that teachers take home with them combined with low salaries that ignore their contributions outside the scheduled workday. Teachers feel that additional instructional minutes up to the 1080 hour requirement will be detrimental to their ability to plan effectively, grade with substantive feedback, spend one-on-one time with students, and complete other tasks related to EES and daily accountability. Additionally, most teachers feel the energy it takes to be “on stage” for hours per day is already taxing. That said, most teachers understand that a 990-hour per year instruction requirement is an understandable stakeholder point of interest and is advantageous toward getting schools that currently have no instruction requirement to set some limits.

Some teachers feel that rather than have minimum instructional time for students, they would prefer minimum hours for school days. For example, schools could have a minimum of 6 hours a day for four days and 5.5 hours for one day of the week. Within those days, schools could make their own schedule. This would eliminate schools that have 4-hour days but would ensure flexibility for the school.

In relation to SB2922, The overwhelming feedback from teachers is that they feel that they sacrifice so much of their personal time during the school year that losing an additional two weeks of their days off during the year is not worth the additional pay at the current daily rate of pay, which would constitute a roughly 5% pay increase.

Teachers recognize that the 990-hour instructional time requirement is an important element for many parents and stakeholders. Individual schools, districts, the DOE, and the HSTA have all demonstrated that they cannot be trusted to set reasonable minimal standards for student instruction and that without legal protection, they will not hesitate to use student class time as a political tool. Were it not for the automatic increase in instructional time up to the 1080 hour requirement included in Act 167, they would prefer not to infringe on the desires of other entities to set reasonable minimal standards. However, due to their perspective that the 1080-hour requirement is unbalanced and onerous to the detriment of learning, they feel that Act 167 would be better repealed as directed by SB2922.

Teachers find SB2922 to be more desirable than Act 167, however, they do not believe that either bill addresses the actual obstacles to raising student achievement: the quality of our schools, teachers, and instruction. Research shows the teacher efficacy plays the largest roll in student achievement and that the number of instructional minutes is not closely related to student achievement.

Thank you for the opportunity to testify.

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 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
Kamehameha Schools
Kanu Hawai'i
Keiki to Career
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 (*)



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Testimony for SB2922 SD2

Position: Support with amendments

Dear Chairman Takumi, Vice Chair Ohno, and Education Committee Members:

Thank you for the opportunity to testify on the important matter of instructional time. Parents for Public Schools Hawai'i is a non-profit group that advocates for families in public education. We are a grass-roots organization composed of parents and community members that formed as a result of the Public School Furloughs of 2009.

Let us be clear: our position is and always has been to look out for the students. We support the children. In order to support the students, we need to have a healthy and vibrant educational environment, and that is impossible without excellent teachers.

Act 167 the "instructional hours bill" promised Hawai'i's keiki protection from future furloughs by promising a minimum amount of instructional time per student. For secondary schools in 2014-2015 that is 990 hours per year over 180 days, which is on average 5.5 hours per day, for 2016 it is 1080 hours, with further increases in following years.

Now that the implementation of Act 167 is becoming difficult, three bills seek to eliminate the days and hours requirements. Was the promise to Hawai'i's keiki of improved education simply a lie? It certainly would never succeed without 1) adequate funding to implement this increase, and 2) good implementation.

1) Inadequate funding

Parents want quality education for their children. Increasing school time while maintaining high quality requires more resources. The legislature has had four years to work on this issue, and no funding increase has been accomplished. Yet, legislators are proud about the fact that they cut the budget in a climate of surplus. When are we ever going to see an investment in our keiki's education? If not during a surplus, when? We, as parents and community members, demand adequate funding for quality public education.

Act 167 sought to make educational improvement more palatable by separating the requirements for instructional time from funding increases. But it was utter folly to increase the workload of teachers without increasing resources. No parent wants the cheapest education money can buy.

The problem is this: Teaching requires preparation. In order to deliver a good class, a teacher needs to do research, learn new material, craft the lesson, and produce the materials. After delivery of the lesson, there is grading which takes even more time. In addition there are new requirements for coordination among teachers which requires meetings. All of this means that the “face time” that teachers spend in front of the class is actually the smaller part of the workload of teaching. Therefore, increasing instructional time by one hour per day means that the workload of a teacher is increased by more than two hours.

Teachers already have too little prep time, the 45 minutes per DAY guaranteed by the HSTA contract is completely inadequate. Teachers are burning out, leaving the profession they love, and a huge proportion of our new teachers are emergency hires. This is not sustainable. Perhaps this is why teachers are so resistant to increasing the school day.

At the root of the problem is the simple fact that no one wants to acknowledge what it takes to deliver quality education. Rather than keeping prep time unrealistically short and keeping the school day short to match, why not set the day length for students, compute an accurate work load for teachers, and provide adequate resources to staff those classes? A more workable estimate of prep/other would be based the number of students taught and the number of courses/subjects they teach, and we would recommend 30min - 1 hour per hour of instruction as a starting point. In this way, the resources would increase with the hours, keeping high-quality education while increasing the length of school days.

2) Poor Implementation

We, as parents and community members, are frustrated with the adversarial attitude towards the teachers when it comes to educational policy. It should be obvious to any reasonable person that in order to improve education, we must have the cooperation, and indeed the buy-in of the teachers.

Instead, we have learned that Act 167 was implemented in a wholly top-down approach, requiring each school to comply with a fixed bell schedule system set by the DOE. Nothing in Act 167 requires a common bell schedule.

The [“Report on Act 167/Act52” \(DOE 2011\)](#) suggests difficulty in assessing compliance because Act 167 is laid out in hours per year, but the collective bargaining agreement is specified in teacher instructional minutes per week, and that schools have many different bell schedules. The [2014 Report on School Year and Instructional Time](#) (DOE 2014) proposes a number of

“optional” bell schedules which conform to act 167, with a promise that additional bell schedules may be submitted for approval. However, we have heard from many that getting approval is nearly impossible. In practice, the “optional” schedules are mandatory. *We do not need more top-down mandates. We know that micro-management does not work, rather we need to create more opportunities for educators to tailor education to create the best learning environment for their group of learners.*

As many schools struggled to come up with enough instructional minutes, they shortened recess and lunch. Many parents are concerned that children do not have enough time to eat lunch, take a break, socialize, and play at recess. Is it really more important to add two minutes to each class period than to shorten lunch from 45 min to 30 min? When it takes 15 minutes for a child to get their lunch and sit down, parents are very concerned. All children need these breaks for a healthy lifestyle and to be able to focus on schoolwork when they are in class.

Act 167 had the unintentional consequence of killing the creativity in curriculum design. The bell schedule is the ultimate framework for the design of the curriculum. Different activities require different amounts of time for the best effect. Yet, Act 167 prescribes incremental increases to the bell schedule -- are we asking teachers to redesign their curricula every year? And yet, if this is not done, how is the increased time maximally used? And if a school has a bell-schedule that works well for their learner community, should that be abandoned just to achieve conformity, at the sacrifice of student achievement?

Another unintended consequence is huge administrative burden. There too much micromanagement of school minutes and greater attention paid to what counts as student instructional time vs teacher instructional time, *than what works for the school and student achievement.*

A clear concern by parents and community members is that under the old system, there was inequity in the school day length amongst schools: some schools had substantially shorter days than others.

Teachers agreed that this was a problem, and some suggested a simple requirement that all schools to have the same number of days per year and the same average school day length. This makes good sense to us. If a school is making excellent progress, why not allow them the flexibility to create the best schedule for their own community.

Parents and community members don't want micromanagement of schools. We want a meaningful solution that will benefit the keiki. In order to succeed we will need the input of the teachers, those who are executing the important work of educating our keiki.

Our recommendations:

1. Amend SB2922, with a focus on:

a. All schools in Hawai'i shall have a common number of school hours per day and school days per year.

b. We suggest the numbers be: 6hr 15 min per day (1 day per week shortened by 45 min) and 180 days per year for 2014. Increase to 7hrs per day (1 day per week shortened by 45 min) in 2 years, with increased funding (see 2b below).

c. Allow schools to flexibly design their own bell schedules, and obtain approval from the DOE. This will allow creativity within school communities, while allowing for checks with compliance.

d. Rather than dictate the number of minutes, hold schools accountable for performance.

2. Increase the funding for education to match the increased teacher workload. We need to be putting more resources into education, not less.

a. Define teacher workload as instructional time vs. planning/other time, with a mandatory match of planning/other time to teacher instructional time (30min - 1 hr matched to 1 hr of instructional time). This definition of teacher workload will be the basis for contract negotiations. The current system has too many moving parts; tying instructional time to the needed planning time will ensure high quality as school day is increased.

b. Increase school funding levels to pay for the necessary personnel to staff the increased school day.

3. Adopt a policy of respect for teachers and school staff and bring them to the table.

Only with a respectful collaborative attitude toward the "people on the ground" will we improve something as complex as our troubled educational system.

Finally, we find it very troubling that it is again a struggle between the Legislature, the DOE, BOE, and the HSTA. When will we finally learn our lesson that we need to keep an unwavering focus on the needs of the students, and that we need to include teachers and school staff in the process?

Sincerely,

Marguerite A. Higa
Parents for Public Schools Hawai'i



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

**TESTIMONY FOR SENATE BILL 2922, SENATE DRAFT 2, RELATING TO
EDUCATION**

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

**Wednesday, March 12, 2014, 2:00 PM
State Capitol, Conference Room 309**

Honorable Chair Takumi and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 175 local members. On behalf of our members, we offer this testimony in support of Senate Bill 2922, SD2, relating to education.

In May of 2013, the Hawaii State Department of Education scaled back its pilot of extended learning time for low-performing schools in designated “zones of innovation,” signaling a need to ensure that ELT reforms are targeted, strategic, and focused on specific classroom settings, learning objectives, and student populations. Intended as an alternate mode of empowering schools to increase instructional time, this bill upholds the current BOE-HSTA master agreement by respecting the link between instructional time, academic calendar increases, and collective bargaining. Teacher pay is broken down on a per diem basis. If teachers perform additional days of service, they must be fairly compensated for their efforts. Thus, it is imperative that any extension of the academic calendar 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. Moreover, at a time when the state is implementing multiple education reforms—teacher evaluations and Common Core State Standards Initiative, for example—this proposal will allow HSTA and HGEA to negotiate instructional time increases and related definitions that encapsulate the entirety of teachers' and administrators' educational responsibilities.

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

Sincerely,
Kris Coffield
Legislative Director

To: House Committee on Education

From: Zsuzsa Rodgers

Date: March 12, 2014

RE: Instructional Time

Testimony in opposition.

I am a mother of three children, aged 16, 13 and 9.

In 2009 I was very disappointed when the government failed to prevent furloughs and my children had to be out of school for days. Being concerned and caring parents, as well as tax-paying citizens believing in our democratic system, we looked to our elected representatives for solutions. We were told the furlough fiasco was a bargaining issue and the Governor's fault. You promised us that furloughs would never happen again because a new law that you passed mandates the minimum time our children will spend at school.

But, what use is 180 days if students are given only limited time with their teachers? The fact that secondary students have less than 5 hours of instruction a day is not right. Our Elementary students have more! What use is increasing the amount of classes a student takes from 6 to 8, without including additional instructional time?

We are tax payers. My children should receive the SAME AMOUNT OF INSTRUCTION TIME as their cousins on the mainland.

We are engaged parents. We should be able to send our children to PUBLIC schools and not have to contemplate the expense of private education.

This year Secondary Schools are to transition to 5 hours and 30 minutes a day of instruction. This additional time has taken four years of advocacy. Please support the future of Hawai'i by investing in our children and giving them the necessary time in school to be able to become successful citizens.

To: Representative Takumi, Chair
House Committee on Education

From: Jessica Perez-Mesa

Date: March 12, 2014

RE: Senate Bill

I am opposed to this bill eliminating hours of instructional time.

I am a product of Hawaii public schools, a mother of two children attending public school and my mother taught in the public school system for 35 years. I know how hard teachers work.

Four years ago I spent hours calling schools on the mainland and then testifying about why it was so important to legislate HOURS of instructional time and not JUST DAYS.

We knew but now the Department of Education has clarified it. Our Hawaii secondary schools are in session MUCH LESS than schools on the Mainland. We have been watching this issue for the past FOUR years and finally we have seen steps towards improvement this year. BUT ONLY BECAUSE IT WAS LAW. In prior years, well-meaning Principals have been unable to change bell schedules to increase learning time.

The Board of Education has not even looked at the issue of HOW SHORT OUR SCHOOL DAYS ARE.

If we leave this issue to the negotiation table, my children will be home by 1pm each day and who knows maybe even on Fridays the next time we have a budget shortfall.

DO NOT ELIMINATE THE REQUIRED HOURS IN THIS BILL. PROTECT OUR CHILDRENS INSTRUCTIONAL TIME.

To: Representative Takumi, Education Chair
Representative Ohno, Vice Chair
House Committee on Education

From: Kathy Bryant
225-9043

Date: February 12, 2014

SB2922: Testimony in Opposition with proposed Amendments

First, I would like to commend the Department, principals and SCCs who have been working diligently to comply with Act 167. They are making great progress statewide and secondary schools are on track to implement 990 hrs./yr. next fall. It has not been easy, and I want to acknowledge their efforts. Given the hard work throughout the state to comply with the law, it would seem premature to repeal the instructional time.

Recommendation: Keep the Law as is: Give the DOE/BOE time to implement and evaluate the 990 hrs/yr. beginning in 2014-15; and use this next year to evaluate the costs and implementation needs for the next phase of 1080 hrs/yr.

Maui High School, who in 2013 had the least amount of instructional time, has just proudly announced their 2014-15 bell schedule. Their website reads, "With our new bell schedule, Maui High School students will receive an additional six hours of instruction per week compared to the 2012-13 bell schedule." 6 hours a week, that time equals an additional 36 days a year, without an increase in cost!

At the recent DOE briefing on Act 167, Mililani Principal Murphy said, "I think we have hit it. You will be much more pleased by the continuity between schools because it wasn't defined before." He also added that even though it took some work, he would not go backward.

I urge you to honor the work of these schools, and others across the state, and amend SB2922 to keep the minimum instructional time as written in the law and see how the implementation proceeds before making any drastic changes.

In the DOE's 2014 Legislative report, their first recommendation is to hold off the implementation of the 1080 hrs. until they have time to gather more information. With so many questions remaining regarding that next phase scheduled for 2016-17, I strongly encourage you to keep the 990 hour minimum and ask the department to complete its data collection on the potential costs and implementation needs associated with moving schools to the 1080 student instructional hours. The department should continue their working group on instructional time and invite key stakeholders to participate in the conversation. They can report back next legislative session, and as stated in their 2014 report, have more information on the appropriate next steps and any costs associated with that next phase. This would apply equally to adding additional days to the school year. There has been several cost estimates shared with the legislature, but no definitive budget provided. Along with the analysis of the move to 1080 hrs./yr. , the DOE can do a more thorough analysis of the costs to add additional schools days.

Background:

Why does Hawaii need both a minimum number of days and minimum instructional time?

In 2009, with the implementation of furlough Fridays, it became apparent that student classroom time could be a negotiable budget item. Without a state mandate to protect student instructional time or number of days, the state and unions could adjust the number to meet budget requirements. Hawaii was the only state that did not set a minimum number of school days and/or time. Further, and more concerning, even though Hawaii is one school district, with one budget source, and one teacher contract, schools throughout the state had dramatically different instructional time for students. How could this be?

In a 2013 report to the legislature, the DOE provided a complete list of every school's student instructional time. Of 54 high schools, 52 were below, most well below the proposed minimum of 990 hrs/yr. The following are high, middle and low examples from that report:

Secondary School Student time prior to 2014-15 implementation of minimum (990 hrs/yr or an average 5 hr 30 min/day):

School	Minutes/week	Hrs/year	Avg. Student instructional time/day
Ka'u High School	1699	1019	5 hr 40 min
Act 167 2014-15 law	1650	990	5 hr 30 min
Castle High School	1621	973	5 hr 24 min
Pearl City High School	1472	883	4 hr 54 min
Mililani High School	1330	798	4 hr 24 min
Maui High School	1290	774	4 hr 18 min

So even though all students went to school the same number of days, the time allocated for student learning varied by up to 289 hours a year or 410 minutes a week. That equals a difference of 6 hr, 50 min. per week: **ONE ENTIRE DAY OF INSTRUCTION!** It was clear that Hawaii needed not only a specific number of school days, but, more importantly, a minimum number of instructional hours for students. **In Hawaii, the great inequity was student instructional time. There was a glaring lack of transparency and accountability for student instructional time that needed to be addressed.**

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

Thank you.

To: Representative Takumi, Education Chair
Representative Ohno, Vice Chair
House Committee on Education

From: Melanie Bailey
277-5121

Date: February 12, 2014

Re: SB2922

Testimony in **OPPOSITION**.

Please do not delete the instructional hour's requirement!

I am a parent of a student currently attending a Hawaii public high school. I have been following this issue and researching instructional time around the country since the first student furlough day in October of 2009.

Hawaii currently has secondary schools with less than 800 hours of instruction a year. Because of Act 167, secondary schools across the state have been successfully modifying their bell schedules to reach 5 hours and 30 minutes a day of instructional time for students. 990 hours a year.

Since we began our efforts many states have been regulating instructional time. These are some of the states with over 1000 hours a year:

Arizona	1000	Missouri	1044
California	1080	Montana	1080
Colorado	1056	Nebraska	1080
Delaware	1060	New Mexico	1080
Kansas	1116	North Carolina	1025
Kentucky	1062	North Dakota	1038
Louisiana	1062	Oklahoma	1080
Maryland	1080	Washington	1080
Michigan	1098	Wisconsin	1137
Minnesota	1020	Wyoming	1100

A difference of 100 hours is equal to about 4 weeks of school days!

Teacher time is a contract issue, we agree.

If teacher time was the same as student time, ALL high schools in Hawaii would be limited to FOUR HOURS AND 17 MINUTES a day of instructional time, because that is what the contract says is the maximum a teacher can teach. That would be 771 hours a year which is UNACCEPTABLE.

FOUR HOURS AND 17 MINUTES is unacceptable for students.
FOUR HOURS AND 17 MINUTES is the contract for teachers.

How do you increase student time without increasing teacher time in secondary schools?

If a teacher teaches 5 of 7 classes, a student could have up to 6 hours of instruction a day. If a teacher teaches 5 of 6 classes, a student could have up to 5 hours and 14 minutes of classroom time, the rest of their instructional time would need to be Advisory, Study Hall, Computer Lab, etc...

History has shown, student instructional time has not been a priority in Hawaii. Student furloughs made us aware of how far behind the mainland we are. Now, we can't look the other way.

- **Keep the 990 hours in place for the 2014-2015 school year.**
- **Push the implementation of the 1080 to the 2018-2019 school year. This will give the stakeholders four years to adjust to the first phase and time to evaluate if this is a goal we can attain.**
- **Let the Board of Education define what Educational time means.**

Thank you for your consideration.

To: Chairperson Roy Takumi
Vice Chairperson Takashi Ohno
Members of the House Committee on Education

From: Corey Rosenlee

Subject: Support for SB2922, RELATING TO EDUCATION

I am a teacher from Campbell High and I am here to support SB2922. 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.

Another problem of ACT 167 is the forced bell schedules. The DOE for the high schools came out with three bell schedules. None of the bell schedules had a straight block schedule, which studies have shown allow for greater depth of instruction. In order to meet the instructional minutes and to comply with the teacher contract we are creating schedules regardless of their effectiveness or the flexibility to deal with each schools programs or students. At Campbell, a school on the forefront of innovation, we have a 4x4 block that allows students to take 32 credits. This allows some student the ability to take college class, and others to get remedial help. Our schedule did not conform to the forced bell schedules and we may or may not get a waiver. The irony is that in the bell schedule closest to our school, the DOE is counting minutes that the students walk to class in the morning as instructional time, which it isn't. Thus in reality Campbell may have to change all of our curriculum and programs in order to have a bell schedule with less instructional minutes.

So today I am proposing a compromise. In order to ensure a minimum of days to avoid another furlough crisis, and to deal with the problem that some schools were finishing at 11:30, but also to allow flexibility

for each school I propose instead of minimum instructional hours to have a minimum school day. Schools in Hawaii would have to have 180 schools days, with each week consisting of at least four days that are at least 6 hours long, and one day that is five and a half hours long. This would allow consistency among schools, while allowing schools the ability to create their own bell schedules to meet each school's individual needs and programs.

I hope that all the parties will compromise and come up with solutions that are good for students and teachers.

Written Testimony Presented Before the
House Committee on Education
March 12, 2014
By

Karen Ginoza
Individual Testimony

SB 2922 SD2 Relating to Education

Purpose: establish a minimum number of days in the school year

Position on SB 2922: providing comments on bill

My name is Karen Ginoza, a retired teacher and former President of the Hawaii State Teachers Association. I am currently the Oahu President of Faith Action for Community Equity. I am sharing my personal views of SB 2922.

The determination of the length of the school year and the school day is best left to the bargaining process under Chapter 89. Adding days and minutes to the school year involves funding which is best done at the bargaining table. It is in the bargaining process, that teachers and administrators can discuss issues and the impact on the education of their students. In 2012, FACE interviewed teachers and published a report titled, "Listening To Teachers". Teachers felt that their voices were not heard when decisions about education are made. It is at the bargaining table that teachers can have an equal voice with administrators, the Board of Education, and the Governor.

Research has shown that it is not the number of days or the length of the school day that makes a difference in academic progress but the quality of the instruction. How time is used is more important to student success.

A report by the Center for Public Education, Making Time shows that Hawaii's 180 days in a school year is in the middle range of the 50 states. It is not necessary to raise the number of days. Even Finland required fewer hours of instruction than the US.

I support Section 3 of the bill that repeals Section 4 of Act 167 because the Board of Education is the body that should be debating the issue of time, not the State Legislature.

I urge the House Committee to take into consideration my comments. Thank you for the opportunity to testify.

Thank you for the opportunity to testify. I strongly urge your support to pass this measure.

ohno2-Rexie

From: Shiyana Thenabadu <shiyanat@gmail.com>
Sent: Tuesday, March 11, 2014 8:58 PM
To: EDNtestimony
Subject: SB2922

Dear Rep. Tokumi and Members of the House Education Committee,

I am writing to let you know that I am totally against SB2922. Minimum instructional time at Hawaii's public schools is sorely needed, particularly at the middle and high school level, to raise the academic performance of our students. Although, I am a strong believer in quality over quantity, I feel that quantity (or longer instructional time in this case) is needed to achieve quality (raise academic standards, particularly for those students who are falling behind). Please do not repeal the minimum instructional days and time amendment and do our students a disservice. We all know that Hawaii public schools have a lot of catching up to do with our mainland peers and minimum instruction time that brought us on par with mainland schools is a huge first step in the attempt to raise academic standards.

I'm so disappointed that the Hawaii Superintendent of Education is pushing to have SB2922 passed when most schools have worked so hard to adapt the bell schedules so that minimum instruction time could be achieved without additional funds. In fact, most of the elementary schools have met this benchmark and several middle and high schools are there or almost there. The good principals and teachers understand that more instruction time is needed to cover the subject matter as well as help the students who are falling behind.

Why undo all this progress? So that the few naysayers can get their way? Who are you going to put first - our students or the handful of naysayers?

Let's not go back to furlough Fridays and cheat our students out of even more instruction time. Please do the right thing.

Thank you,
Shiyana Thenabadu

Parent of Hawaii public school student
Phone: 808-255-4805

TESTIMONY FOR SENATE BILL 2922, SD1, RELATING TO EDUCATION

LATE

House Committee on Education
Hon. Roy M. Takumi
Hawaii State Capitol, Room 444
Hon. Takashi Ohno
Wednesday, March 12, 20
State Capitol Conference Room 304

Relating to SB2922 SD2

Honorable Chair Takumi and committee members:

Aloha! My name is Beatrice DeRego, a teacher in Hawaii's DOE, and I am writing in support of the bill with the following concerns noted.

Increasing the instructional days to 190 days would have a significant impact on all employees in a school, including complex area and state level employees such as vice-principals, educational assistants, school health aids, school security attendants, and school food service managers. The major impact would be economical including salaries, pay schedules, and additional paid holidays that would need to be negotiated with the various affected bargaining units, as well as among other things that would need to be funded such as transportation.

It is imperative that the increase in instructional days does not eliminate the 10 planning and collaboration days which are the minimum required for teachers to try to meet the demands of both the new standards and the EES. Adding an additional number of days, whether 2 or 10, would require a change to the collective bargaining agreement including a commensurate increase in pay. Teachers have not yet recovered from the Last Best Final Offer which set many teachers behind the rate of inflation, and should not be expected to increase their workload without equal pay. HSTA strongly believes that the Board of Education – not the legislature - should set the minimum number of instructional hours/days in a year for students, while the number of instructional hours/days for teachers is clearly a subject of collective bargaining. Any extension of the academic calendar should take place within the context of collective bargaining, ensuring that teachers' exclusive representative, HSTA, has an opportunity to seek salary and benefit enhancements commensurate with the scope and extent of the increased workload. Currently, the state is implementing many strategic education reforms—teacher evaluations, implementation of the Common Core State Standards, the new STRIVE HI initiative, and public/private preschool partnerships, the legislature needs to ensure that the necessary resources to fully implement all of the required mandates is provided in full.

In May of 2013, the Hawaii DOE scaled back its pilot of extended learning time for low-performing schools in designated “zones of innovation,” recognizing a need to ensure that reforms providing extended learning time are targeted, strategic, and focused on specific classroom settings, learning objectives, and student populations. Current research on Response to Intervention is clear that individual students need differing resources, time, and support to meet the challenges of the new Common Core standards.

Teachers feel that the any additional instructional minutes, including the 1080 hour requirement, will be detrimental to their ability to plan effectively, grade with substantive feedback, spend one-on-one time with students, and complete the numerous other tasks related to the EES and daily accountability. A majority of the teachers report that the increased administrative tasks associated with all the legislative demands has decreased their actual instructional time in the classroom, and possibly the effectiveness of their teaching, the opposite of the law's intent. Most teachers understand that the number of hours of instruction any individual student needs depends on their knowledge and skills. Students are not products that can be quality stamped according to the seat time they have spent in a classroom.

Additionally, the testimony of HE'E includes the following statement:

"Individual schools, districts, the DOE, and the HSTA have all demonstrated that they cannot be trusted to set reasonable minimal standards for student instruction and that without legal protection, they will not hesitate to use student class time as a political tool. Were it not for the automatic increase in instructional time up to the 1080 hour requirement included in Act 167, they would prefer not to infringe on the desires of other entities to set reasonable minimal standards. However, due to their perspective that the 1080 hour requirement is unbalanced and onerous to the detriment of learning, they feel that Act 167 would be better repealed as directed by SB2922. Teachers find SB2922 to be more desirable than Act 167, however, they do not believe that either bill addresses the actual obstacles to raising student achievement: the quality of our schools, teachers, and instruction. Research shows the teacher efficacy plays the largest roll in student achievement and that the number of instructional minutes is not closely related to student achievement."

All the teachers I have discussed this statement with are insulted and frankly disgusted that individuals who have never experienced the realities of teaching would presume to speak for us. When the vast majority willingly give up 20-30 hours of their own time to connect with their students and ensure they are meeting the challenges of the future, to state that we as a group cannot be trusted is onerous. Do not speak for me; I have a voice. Additionally, the comment that the teacher has the most important impact on student achievement has been widely distorted. All research clearly states that the gaps in educational achievement experienced by students in the United States can be largely attributed to poverty. Perhaps the parents who truly would like to improve student achievement rather than redirect public resources to private institutions should direct their efforts at fixing that problem – starting with supporting the increase in the wage.

LATE

Senator David Ige, Chair Ways and Means Committee

SB2922: Testimony in Opposition

Submitted by: Tina Smith

I moved to Kailua, Oahu 2.5 years ago. I have two children that attend Aikahi Elementary School. My son, Kyan, is in 2nd grade and my daughter, Keira, is in Kindergarten. Currently, I am the Aikahi Elementary PTA President and have been working with our principal, Lynn Kobayashi, toward compliance with Act 167.

The subjects of Student Learning Time and Teacher Instructional Time were discussed at the SCC meeting on Thursday, March 6, 2014 as part of the Academic Plan. After discussion, everyone signed off on Ms. Kobayashi's proposed Bell Schedule for next year. I understand that Ms. Kobayashi needs to submit the Academic Plan to the DOE this week.

Aikahi's Bell Schedule for 2014-2015 provides for 1555 minutes of student learning time per week, which is 30 minutes more than the minimum mandated by Act 167. Teacher Instructional Time for 2014-2015 will be 1350 minutes, or 65 minutes less than the maximum allowable under the Union contract

Student Learning Time includes periods in home rooms as well as additional subjects (PE, Music, Hawaiian Culture, Library and Computers). Those additional subjects are all taught by teachers other than the home room teacher. Teacher Instructional Time (as defined by the Union contract) only includes home room teacher's time spent with students. That is why the total for Teacher Instruction Time per week is 205 minutes less than Student Learning Time; the difference is time spent with non-home room teachers.

Under the Union contract, Teacher Instructional Time begins at the first bell every morning. Thus, Teacher Instructional Time includes 25 minutes, or 5 mins/day opening classrooms (7:50 -7:55 am), as well as 150 minutes or 30 mins/day of lunch, and 225 minutes or 45 mins/day of class preparation.

Aikahi is just one example of how implementation is moving forward at no additional cost and is within the limits of the existing teacher contract. To pass a law that will abolish these minimum requirements is a regression that Hawaii cannot afford. Our students would once again become negotiable pawns in the state's budget wars leading to more furloughs. Moreover, Hawaii students would fall even further behind their mainland peers. As a parent, the transparency and clarity in the definition and amount of instructional time provided by Act 167 gives me the assurance that the Hawaii legislature takes education seriously and is committed to protecting my child's future education. Repealing Act 167 before it has the chance to be fully implemented plunges Hawaii's education system backwards to a time where the state of Hawaii took a strong stand against investing in its future. Please don't let this happen again. Thank you.



LATE

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TESTIMONY BEFORE THE HOUSE COMMITTEE
ON EDUCATION

Wil Okabe
President
Joan Kamila Lewis
Vice President
Colleen Pasco
Secretary-Treasurer
Alvin Nagasako
Executive Director

DATE: WEDNESDAY, MARCH 12, 2014

RE: S.B. 2922, SD2 – RELATING TO EDUCATION

PERSON TESTIFYING: WIL OKABE
HAWAII STATE TEACHERS ASSOCIATION

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

The Hawaii State Teachers Association (HSTA) **supports S.B. 2922, SD2 relating to lengthening the school year by an unspecified number of days and discontinuing the requirements for instructional hours.**

HSTA is the exclusive representative of more than 13,500 public and charter school teachers statewide. As the state affiliate of the 3.2 million members of the National Education Association, HSTA strongly affirms its collective bargaining process.

We raise concerns about the collective bargaining implications of this bill requiring all public schools to lengthen the school year from one hundred eighty to one hundred ninety.

We believe that the Board of Education should set the minimum number of instructional hours/days in a year for students, while the number of instructional hours/days for teachers is clearly a subject of collective bargaining.

We also believe as public employees, we have constitutional rights to negotiate the core subjects of wages, hours, and conditions of employment.

Keep in mind that if the minimum number of student instructional hours increases in a year, the teacher's work year will also need to be increased.

Studies show that a simple "one size fits all" allocation of time will not result in mastery learning for most students. Teachers place a value on the process of allowing time to carefully plan lessons, provide quality-teaching time, and time to assess learning.

HSTA strongly affirms its position with the Board of Education to negotiate the lengthening of the school year.

Thank you for the opportunity to testify in support of **S.B. 2922, SD2.**

ohno2-Rexie

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 12, 2014 12:34 PM
To: EDNtestimony
Cc: mollyhwalker@live.com
Subject: Submitted testimony for SB2922 on Mar 12, 2014 14:00PM
Attachments: SB2922.docx



SB2922

Submitted on: 3/12/2014

Testimony for EDN on Mar 12, 2014 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Molly	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.

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