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To: [WAM Testimony](#)
Cc: tabalos@hsta.org
Subject: Submitted testimony for SB2922 on Feb 27, 2014 09:00AM
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SB2922

Submitted on: 2/25/2014

Testimony for WAM on Feb 27, 2014 09:00AM in Conference Room 211

Submitted By	Organization	Testifier Position	Present at Hearing
Tanya Abalos	Hawaii State Teachers Association	Comments Only	Yes

Comments: The Honorable Chair David Ige, The Honorable Vice-Chair Michelle Kidani and Members of the Committee: The Hawaii State Teachers Association (HSTA) offers the following comments to S.B. 2922, SD1 relating to lengthening the school year 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 provide comments on S.B. 2922, SD1.

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Senate Ways and Means Committee
Senator David Ige, Chair
Senator Michelle Kidani, Vice Chair

February 27, 2014

Dear Chair Ige, Vice Chair Kidani, and Committee Members:

These comments are for SB2922 SD1, which increases the school year to 190 from 180 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.

Since 2010, schools have been working hard to comply with Act 167. All but 10 elementary schools are in compliance with the 915 hour (5 hour day) requirement according to the DOE legislative report; secondary schools statewide are crafting bell schedules to bring them into compliance to meet the 990 hour (5.5 hour day) by fall, 2014. Maui High School just posted on their website that starting next year, by complying with the law, they will add 6 instructional hours a week to their schedule. That is the equivalent of an extra school day for students every week or 36 more school days a year. That is why having the minimum student instructional time is so important!

A principal who testified at the last DOE informational briefing expressed that to get their school into compliance was a challenge, but in the end it was a good process with a positive outcome for students and teachers. Work by administrators and school community council members should be respected and implemented.

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. (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 (*)

updated to reflect a change in one state's policies. It is based on research from a Spring 2013 report from the National Center on Teaching and Learning – *Learning Time in America: Trends to Reform the American School Calendar* – and shows the minimum number of instructional hours required by other states' laws, by grade. The cells of the table are color-coded to demonstrate whether the minimum is below (red), equivalent to (yellow), or above (green) Hawaii's minimum of 990 hours. Hawaii requires more time in earlier grades than most states and less time later grades than some states.

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

STATE	1	2	3	4	5	6	7	8	9	10	11	12
<i>average</i>	930	936	936	976	976	996	1006	1009	1015	1015	1016	1014
AK	740	740	740	900	900	900	900	900	900	900	900	900
AZ	712	712	712	690	690	690	1000	1000	720	720	720	720
CA	840	840	840	900	900	900	900	900	1080	1090	1090	1090
CO	868	868	868	868	868	1056	1056	1056	1066	1066	1056	1066
CT	900	900	900	900	900	900	900	900	900	900	900	900
DE	1080	1080	1080	1080	1060	1060	1060	1060	1060	1060	1060	1032
FL	720	720	720	900	900	900	900	900	900	900	900	900
GA	810	810	810	900	900	990	990	990	990	990	990	990
ID	810	810	810	900	900	900	900	900	990	990	990	990
KS	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1116	1096
KY	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
LA	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062	1062
MA	900	900	900	900	900	890	890	990	890	890	890	990
MD	1090	1090	1080	1080	1080	1080	1080	1080	1080	1090	1080	1090
MI	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098	1098
MN	936	936	936	936	936	936	1020	1020	1020	1020	1020	1020
MO	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044	1044
MT	720	720	720	1080	1080	1080	1080	1080	1080	1080	1080	1080
NC	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025	1025
ND	951.5	951.5	951.5	951.5	951.5	951.5	951.5	1038	1038	1038	1038	1038
NE	1032	1032	1032	1032	1032	1032	1032	1032	1080	1080	1080	1080
NH	845	845	845	845	845	890	890	990	890	890	890	890
NM	990	990	990	990	990	990	1080	1080	1080	1080	1080	1080
OH	910	910	910	910	910	910	910	910	910	910	910	910
OK	900	900	900	900	900	900	1080	1080	1080	1080	1080	1080
OR	810	810	810	900	900	900	900	900	990	990	990	990
PA	900	900	900	900	900	900	900	900	990	990	990	990
SD	875	875	875	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5	962.5
UT	810	990	990	990	990	990	990	990	990	990	990	990
VA	990	990	990	990	990	990	990	990	990	990	990	990
WA	1000	1000	1000	1000	1000	1000	1080	1080	1080	1080	1080	1080
WI	1050	1050	1050	1050	1050	1050	1137	1137	1137	1137	1137	1137

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