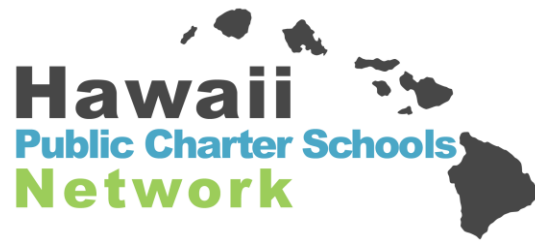


LATE



Hawaii State Senate
Committee on Education
Committee on Judiciary and Labor

DATE: Friday, February 13, 2015

TIME: 1:00 p.m.

PLACE: Conference Room 229, Hawaii State Capitol

Chairs Kidani and Keith-Agaran, Vice Chairs Harimoto and Shimabukuro, and Members of the Committees;

Re: SB 822 & SB1039

Mahalo for the opportunity to testify on SB 822 and SB1039. Hawaii Public Charter Schools Network (HPCSN) supports the continued exclusion of charter schools from §302A-251 School year; instructional time.

HPCSN represents 30 of 34 public charter schools in Hawaii and is committed to quality education for all public school students through our support of, and work with, charter schools. Thank you for your attention to and consideration of this very important matter to charter schools. Your support of Hawaii's public students is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynn Finnegan".

Lynn Finnegan
Executive Director

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:51:04 PM

Aaron Kondo
1068 ulu kanu st
wailuku, HI 96793-8320

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Aaron Kondo
I am a teacher at Maui High

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

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

Thank you for the opportunity to provide testimony.

Sincerely,

Aaron Kondo

LATE

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:51:04 PM

Anjanette Naganuma
106 KANIAU RD
Hawaii, HI 96761-1810

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Aloha,

My name is Anjanette Naganuma and I am a teacher at Lahainaluna High School.

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.

It is not being implemented as intended and does not support student success or our unique school communities.

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

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

Thank you for the opportunity to provide testimony.

Sincerely,

Anjanette Naganuma

LATE

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 8:36:10 PM

Debbie Cheeseman
3045 Pualei Circle 109
Honolulu, HI 96815-4956

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Debbie Cheeseman and
I am a teacher at Jefferson Elementary School

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student
success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different
bell schedules which all resulted in numerous changes, redefining
definitions of instructional time, and revised DOE memos stating issues
and errors.

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

Thank you for the opportunity to provide testimony.

Thank you,

Debbie Cheeseman
398-2784

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Sunday, February 15, 2015 3:08:47 PM

Keith and Patricia Ishihara
98-1684 Laauhuahua Pl
Pearl City, HI 96782-1859

February 15, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

Our names are Keith & Patricia Ishihara.
We are teachers at Kawanakoa Middle and Moanalua Middle Schools,
respectively.

We are writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student
success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different
bell schedules which all resulted in numerous changes, redefining
definitions of instructional time, and revised DOE memos stating issues
and errors.

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

Personally, we have found it difficult to manage our lack of time trying
to prepare lessons, grade assessments, contact parents, attend meetings,
and fulfilling all of the various (and numerous) duties we are required to
do IN ADDITION to teaching.

As many people incorrectly believe, teachers should use their own personal
and private time doing work. That is not the case. Family comes first and
when you take away preparation time during the work day, our livelihoods

and even health suffer. Instead of lengthening the school day for students, why not help support teachers be better teachers for the time they already had (before the current law) with their students? Please remember: We see 25-25 students at one time, and over 100 students altogether. As a former high school teacher (Keith), he had 180-200 students. Does that not seem unreasonable?

Thank you for the opportunity to provide testimony.

Sincerely,

Keith and Patricia Ishihara

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 7:46:12 PM

Kevin Grant
PO box 2749
Wailuku, HI 96793-7749

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Kevin Grant
I am a teacher at Iao Intermediate school

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

As teachers, we are committed to our students. We believe that student instructional time requires preparation, delivery, and assessment that is focused and meaningful to achieve quality student learning and growth. We also believe that quality instruction requires adequate time for teachers to plan, articulate, and collaborate. Finally, we believe that while it is clear that students should be provided the best instructional opportunities, it is essential that the school community and the professionals within that community should be responsible for developing and delivering those opportunities. I am sincere when I state that I always strive, hope and plan to be as an effective teacher as possible: act 167 has not only hindered, but has prevented my ability to do this.

Thank you for the opportunity to provide testimony.

Sincerely, Kevin Grant

Kevin Grant

LATE

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 10:41:15 PM

Lisa Yamagata
PO Box 93
Hanapepe, HI 96716-0093

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Lisa Yamagata.
I am a teacher at Waimea Canyon Middle School.

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

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

Thank you for the opportunity to provide testimony.

Sincerely,

Lisa Yamagata

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Thursday, February 12, 2015 10:51:08 PM

Mike Landes
1667 S Kihei Rd Unit D
Kihei, HI 96753-8000

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is Mike Landes.
I am a teacher at Lahainaluna High School.

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

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

Thank you for the opportunity to provide testimony.

Sincerely,

Mike Landes
8082760071

LATE

Osa Tui, Jr.
1039 South King Street
Honolulu, HI 96814
594-0931

February 13, 2015

Chair Michelle Kidani
Vice Chair Breene Harimoto
Senate Committee on Education

Chair Gilbert Keith-Agaran
Vice Chair Maile Shimabukuro
Senate Committee on Judiciary and Labor

I am writing today in strong support of SB1039.

I am a teacher and the registrar at McKinley High School. As a registrar, I am in touch with other registrars throughout the state. On this Friday the 13th, I share with you many of the horror stories which have been related to me.

Act 167 and Act 52 have exacerbated the feeling at schools that the DOE and BOE have become top-down, compliance-driven entities. They act without regard for the differences that exist in the various communities throughout our state.

One school with unique needs is Hana High and Elementary. There, secondary teachers have had their preparation periods embedded within the school day in order to comply with the requirements. Like many schools, school days now end at the same time for both teachers and students. Elementary schools, on the other hand, find it cost prohibitive to embed teacher preparation periods within the school day. Hana is no different. As a result, their elementary school students end 45 minutes earlier than their secondary students and require a separate bus run in the afternoon. County council officials have asked the school to redo their schedules for next year so that students can end at the same time. The council wants to minimize the hazards caused by having large school buses twice as often in the afternoons on their tiny narrow roads. Young children are also getting home before their older siblings are able to look after them. In order to address these issues, Hana has applied for a waiver to reduce minutes for secondary students – minutes that are otherwise “fluff” meant to comply with the law.

Speaking of “fluff,” many schools have added to their bell schedules nebulous times like study hall, opening, and closing in order to be compliant. At McKinley, we had to add a five minute opening to each day in order to meet the requirements. At Kohala Middle, teachers now have to cover large study halls once a week like babysitters so that they are in compliance. Because their study hall is not connected to a particular class, it is very difficult to get students to do work and stay on task. At Kealakehe Intermediate, PTT's and PPT's have to be paid in order to monitor study hall so that teachers can have planning time.

In order to make sure schools were in compliance, model schedules were developed by the DOE if schools could not come to an agreement. Some of these models turned out to violate the teaching contract and many of them did not have the best interests of the students in mind. Models featured short class periods with many transitions between classes. These models, while they may have complied with the law, would be very chaotic and did not take into account larger campuses which require additional passing time.

Schools, to their dismay, have also had to design schedules that did not consider students first and foremost. At Kalakaua Middle, their Wiki Lunch has changed from the early lunch that is used to be (and that students preferred) to essentially a second breakfast because of timing. This has resulted in a lower lunch count for the school.

The DOE has had to make concessions so that schools were able to comply with the law and with collective bargaining agreements. Where once the DOE insisted that teacher instructional times were absolute, they now agree those specifications are maximums in order to meet compliance thresholds. Deputy Superintendent Ronn Nozoe briefed the Board of Education last week that, "Development of optional model bell schedules for SY14-15 has highlighted concerns about the feasibility of complying with continuously increasing requirements without unintended negative consequences on teaching and learning." He also presented that, "Schools have consistently

reported that the time spent calculating schedules and monitoring Act 167 requirements in relationship to CBA agreements has detracted from staff morale, created unnecessary burden, and distracted from a focus on quality of time and student results."

Teachers are trying so hard to stay positive and make great learning happen, but teaching is becoming increasingly demoralizing and stressful and causing exhaustion for both students and teachers. At Paauilo Elementary and Intermediate, dedicated teachers who were once willing to give their time are giving up to the teachers who no longer want to do anything more than what is stipulated in their contract.

Stress and exhaustion are also the result of increased class sizes throughout the state. It is no longer mathematically feasible for some schools to allow secondary teachers to have a common preparation period at the beginning or ending of the day. Like I mentioned with Hana earlier, schools are now embedding prep periods within the school day so that students are covered by a teacher from the start of the day to the end. However, this limits the number of teachers available to teach in any given period and has seen some schools with dramatic increases in their class sizes. Juggling the needs of 40 unique students in a class makes for less effective instruction. The only way to ease this load is to hire more teachers, but that is not going to happen under the Weighted Student Formula.

The loss of meeting time is a huge concern for all schools. At Kohala Middle, weekly meeting time has gone from 200 minutes to just 94. Moanalua Middle has had the same problem which makes it difficult to get proper feedback or discussion on topics. Things are happening there, but often not everyone is on the same page. Their 1:1 computer initiative requires lots of inservicing on integrating technology, but the school has already used up the 21 additional hours that schools were provided in order to address professional development for Common Core, Educator Effectiveness System training, and Student Learning Objectives. There, IEP meetings run a lot later which costs the school more money to pay hourly skills trainers. At McKinley, some IEP meetings are now being attended by non-classroom teachers like curriculum coordinators in order to have a teacher present.

The concept of a middle school has been lost at Kalakaua Middle. As middle schools require team planning time in order to be effective, Kalakaua was not able to accommodate this with their bell schedule. Students are no longer grouped so that they have the same core teachers and this allows problem children to more easily fall through the cracks. Common planning time used to allow for parent/teacher meetings to be more easily scheduled with all team teachers able to attend. Teachers are not able to collaborate and plan enriching field trips for students. Advisory time, which used to be daily, is now weekly and much less effective as the bond the students used to create with the teacher is no longer there. Infrequently seeing students also makes it more difficult to collect required information like federal survey cards or registration cards and makes schoolwide initiatives that much more difficult to monitor.

The end of the school day for many schools has also taken a toll. Students are not willing to stay after school as regularly because now they end just as late as the teachers do. Teachers who used to be afforded time to meet with students before their day was over have found that time no longer budgeted and are not able to stay longer because of their own obligations to attend to. Substitute teachers more and more are not completing the tasks they need to do like submitting attendance or grading paperwork because they leave when the students do. Complex areas where busing is shared are finding students being dropped off at school before 7:00 am or picked up after 4:00 pm because schools no longer have the flexibility to coordinate their schedules. Later end times for students have also affected middle school sports teams which have had to reduce practice time and find coaches always in a rush.

The unintended negative consequences schools have had to endure far outweigh any benefits Acts 167 and 52 were supposed to provide. Applied here, the Law of Diminishing Returns tells us that the more hoops schools are mandated to jump through, the less of a return you'll get for each hoop. As Deputy Superintendent Nozoe has said, "The Department has found no measureable relationship between minimum student learning time and student outcomes." Empower schools rather than trip them up and please pass Senate Bill 1039!

Mahalo,

Osa Tui, Jr.

LATE

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Friday, February 13, 2015 6:56:25 AM

Sarah Henley
PO Box 1841
Makawao, HI 96768-1841

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

The Department of Education has tried to manage a plethora of different bell schedules which all resulted in numerous changes, redefining definitions of instructional time, and revised DOE memos stating issues and errors.

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

Thank you for the opportunity to provide testimony.

Sincerely,

Sarah Henley

From:
To: [EDU Testimony](#)
Subject: Support SB1039
Date: Friday, February 13, 2015 6:01:53 AM

Valerie Harmon
821 Kalhi St.
Honolulu, HI 96819-4067

February 13, 2015

2015 Senate Committee on Education
HI

Dear 2015 Senate Committee on Education:

My name is
I am a teacher at

I am writing to ask your support of SB1039.

Act 167 and Act 52 create unrealistic requirements for instructional time.
It is not being implemented as intended and does not support student success or our unique school communities.

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

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Thank you for the opportunity to provide testimony.

Sincerely,

Valerie Harmon

(Apologies: had problems submitting testimony via website)

LATE

PUBLIC TESTIMONY IN REGARDS TO [SB1039](#)

Measure Title: RELATING TO STUDENT INSTRUCTIONAL TIME.

Report Title: Education; Student Instructional Time

Description: Repeals student instructional hour requirements.

Companion: [HB797](#)

Package: None

Current Referral: EDU/JDL, WAM

Introducer(s): DELA CRUZ, Inouye, Kahele, Kidani, Nishihara, Wakai

Testimony by: Pete Doktor, 2/12/15

2168 Maha Place; Honolulu, Hawai`i 96819

Occupation: Public Teacher, Sophomore History

I left teaching last month after twelve years at Farrington High School for several different reasons including medical, but I will speak only to the reasons related to SB1039.

Any positive intentions and outcomes behind mandating increased instructional time is marred by the disproportionate amount of negative impacts and unintended consequences in the classroom- of which this testimony comes: the increase of classroom hours starting the 2014-2015 year was one of the many reasons this once-passionate career teacher described by former students as life-changing, or a favorite, left partly because of the overwhelming hours that split my ohana and literally killing me from overwork that resulted in a very unhealthy, unbalanced existence in a state of survival.

The Honolulu Advertiser published a headline story March 1, 2007: "Teachers workday averages 15.5 hours." That's not every teacher, but that was me, so to speak. But, that was before the increased hours- and before I had a baby daughter. I chose to be a teacher to be of service to my community, so this isn't the point or a complaint. The problem was the combination increasing mandates, increased hours and increased rigor has been killing our students- in spirit, and in general engagement resulting in a poorer education, let alone my general health and family life.

The Fall 2014 Semester was one of the worst in my twelve years at Farrington. Farrington is on block schedule- meaning they have fewer classes a day- four, but the classes are longer, e.g., 75 to 90 minutes long. By the last two periods, students are total zombies. The mandates have resulted in classes that focus more on improving test scores due to education policy, usually meaning mind-numbingly boring and irrelevant to students. Can you imagine being fifteen in back-to-back 90 minute classes with no recess break, no air conditioning, with little time to get from one class to the next, right after lunch, on a Friday, with all the distractions now? Moreover, this is not a generation known for their focus, perseverance or selflessness. My point is by the end of the day, learning was futile; many students suffer from inadequate sleep, nutrition, guidance, etc. making even the most engaging classes extremely difficult for brain-dead students.

If the idea was "if we just add more hours, we'll add more education, creating higher output!" it was certainly not one from anyone that works with adolescents in a Title One high school, or had children especially teen-agers! That would be tantamount to logic like: "Hey if a little chemotherapy is good, a lot of it means it will be better!" Each class did progressively worse the later it was, even with the exact same lesson plans and materials. My first class would be okay albeit half-awake but as I mentioned before, class problems and exhaustion increased each period. I grilled my students if it was something I was doing, but most were adamant it wasn't me per se, but the longer classes, along with other related variables. Many colleagues of mine are having the same experience, as Farrington already had long classes before the one-size-fits-all policy increase.

Outcomes? Instead of improving the education experience, it has had a counter-productive impact by forcing youth to follow schedules that are not developmentally appropriate, especially for our special education population now under inclusion policies. Rather than improving learning and grades, I have witnessed it do the opposite. Students burn out (like adults) in long classes and eventually tune out. Over time, it becomes their association of school and their interest or

quality of participation is badly impacted and they permanently check out. No mind can retain when exhausted and ignored.

For students that are able to maintain admirable grades, I will share an incident that summarizes it: I ran into a former top-student who disappeared from our student club she was president of in our parking lot before school. She looked terrible, so I asked her if she was okay, and if she had gotten any sleep? She responded "Sensei, I'm having to choose between sleep, eating and AP homework these days." This is not to debate the merits of increasing requirements per se, but to call attention to the unintended consequences of recent school reforms: students are suffering from stress-related illnesses and poor mental and physical health. For those that do care about their education, it is all stress and no fun now. The increased hours is just another all around *increase* in everything, that the overwhelmed feeling many adults have is being instituted on to students now, with the "more is better" mentality that is driving the increased hours. It is in my opinion borderline abusive and why I seriously do not know if I would entrust my child in our public schools- in that students and learning has been reduced to test scores and data.

However, the tragedy of this crime (misguided education policy) is that it does not have its intended goal of assuring increased learning and grades by students. As I testified, it has had the opposite effect. This business model approach to public education has failed because we require a human model, not a mechanical "more is better" one. It is more than a matter that the youth just need to learn to endure more- even with the increased load, it is not producing the results, but on the contrary worsening schools like Farrington on block schedule. Schools need more flexibility to meet the needs of their student population, as the move to mandate more classroom hours has proven that one-size-does-not-fit-all. Moreover, research and simple international education comparison shows that a world-class education is NOT contingent on an excessive, arbitrary number of hours; neuroscience in education is revealing that more is not always better- and my last semester proved it to me.

Mahalo Piha For Your Consideration,

Pete Doktor