



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

Date: 03/24/2017
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: SCR 095 ENCOURAGING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO ESTABLISH A COORDINATED MAGNET SCHOOL PROGRAM FOR KALAHEO HIGH SCHOOL AND KAILUA HIGH SCHOOL.

**Purpose of
Resolution:**

Department's Position:

The Department of Education (Department) recognizes the intent of SCR 95 to establish a coordinated magnet school program for Kalaheo High and Kailua High schools.

Respectfully, the complex area superintendents and principals collaborate and identify how to best serve their target student populations in their school community. Thus, we are unable to support this resolution.

Thank you for the opportunity to provide testimony on SCR 95.

Support Testimony for SCR95 and SR39 of 2017 involving

ENCOURAGING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO ESTABLISH A COORDINATED MAGNET SCHOOL PROGRAM FOR KALAHEO HIGH SCHOOL AND KAILUA HIGH SCHOOL

Given by: N Duke Perreira, documentation of 3/23/2017

I encourage the Board and Department of Education to establish a form of magnet school at the campus of Kalaheo High School that I refer to as a "gateway." The reasoning is through personal experience.

I am a product of the Kailua Elementary, Intermediate and High School education process of the 50s and 60s and am sure that since that time there have been major changes in that process. However, I still recall many of the failings and benefits to which I was subjected as the schools appeared to act as either a babysitter or a funnel towards the college degree pathway; nothing else. It did not perform what I believed was its responsibility of providing a resource rich gateway to help me create my own life.

The educational gateway that I needed was one that allowed me to discover and reach out to more than what was explicitly defined in courses and consoling designed toward meeting the schools objectives, not my objectives. I was very lucky for at that time, the enrollment at KHS had peaked over 4,000 students and with the lack of building space and academic staff a "mod-schedule open campus concept" gave students a multitude of freedom. For myself it gave me time to take University courses, work pretty much half time at a drug store and surf (more than my parents would ever know). Even with these freedoms, I still had the problem of the "two path" approach, babysitting or college.

I am what some people refer to as "a maker," I have a few patents, owned a small R&D firm, and taught innovation and design at the University level. What I found with the process at KHS was that it was difficult to chisel my own pathway on campus. It was time inefficient to both take "making" courses like wood, metal and electronics shop and simultaneously take the more AP like courses that the better colleges almost require of their applicants. The courses taught had their own buckets of required knowledge, but the usefulness of these buckets did not appear to match the reality of the life that I wished to become a part. As the enrollment of KHS was large numerous types of courses were around but the "feel" I got from the academic staff was not encouraging me the way I needed to be encouraged and supported. One would hope that a magnet school, a true gateway school could be designed to provide that service.

I needed was encouragement and soft, fuzzy definitions of pathways outside of the two pathways that appeared to be my choice. Although they were "business" track like courses and there were courses in "reading, writing and arithmetic," there were no courses, programs or experiences associated with alternative career paths. I was not been taught that education does not stop when you leave campus it just starts there.

Should the Board and Department of Education decide to further study the (gateway) magnet school concept I believe that it should examine the usefulness of starting the program, for most students, after 10th grade and should consider including up to two years of post-secondary education both on and off campus in partnership with the community college system. It should consider utilizing the Kalaheo High School as its primary location and consider attracting students from Castle High School.

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, March 22, 2017 1:26 PM
To: EDU Testimony
Cc: mlmm@hawaii.rr.com
Subject: *Submitted testimony for SCR95 on Mar 24, 2017 14:45PM*

SCR95

Submitted on: 3/22/2017

Testimony for EDU on Mar 24, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
michael markrich	Individual	Support	No

Comments:

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To: EDU Testimony
Cc: mendezj@hawaii.edu
Subject: *Submitted testimony for SCR95 on Mar 24, 2017 14:45PM*

SCR95

Submitted on: 3/18/2017

Testimony for EDU on Mar 24, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Javier Mendez-Alvarez	Individual	Support	No

Comments:

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From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 23, 2017 2:43 PM
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Cc: nataliah@hawaii.edu
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SCR95

Submitted on: 3/23/2017

Testimony for EDU on Mar 24, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
Natalia Hussey-Burdick	Individual	Support	No

Comments: I support this resolution because I believe that complementary magnet school curriculum (i.e. one school focus on STEM while the other school focuses on the Arts) will provide better, more comprehensive public education for students who live in my community. Both schools have high dropout rates, and desperately need a new approach to combat rising levels of teen pregnancies, drug addiction, and a general atmosphere of apathy and discontent carried by a growing percent of the student population. Magnet schools have been proven to work in other communities, let's give it a try!

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THE SENATE
Committee on Education

Senator Michelle N. Kidani, Chair
Senator Kaiali'i Kahele, Vice Chair

In Opposition of SCR 95/SR 39
ENCOURAGING THE BOARD OF EDUCATION AND
DEPARTMENT OF EDUCATION TO ESTABLISH A COORDINATED
MAGNET SCHOOL PROGRAM FOR KALAHEO HIGH SCHOOL
AND KAILUA HIGH SCHOOL

Hearing: 02:45p Friday, 24 March 2017
Conference Room 229 State Capitol

I am Meredith Maeda, the former principal of James B. Castle High School and Kailua High School, and **I oppose SCR 95/SR 39.**

Why is partial rationale for magnet schools in Hawaii analogous to schools in other states that needed voluntary desegregation and innovative educational methods and practices for minority students? Each school in Hawaii is presently tasked with narrowing the achievement gaps of various target populations. Hawaii public high schools are already developing and sustaining effective programs to meet the needs of their students and community—responsive schedules, small learning communities based on student interests and teacher talent, and continuing Learning Center Programs, despite reduction in funding.

Which school will benefit under the weighted student formula with multi-school enrollment? Without students being dual counted, and thus additional funds allocated to each school, one school may be lose more funds than it presently receives. Who will provide the additional funding for transportation between schools? What courses would a student need to sacrifice in order to allot time for travel? Both schools would need identical schedules to maximize students' educational opportunities.

Is the underlying motive of this resolution to provide advanced placement programs at one of the schools at the expense of the

other? College courses are already available to high school students and increasing both on school campuses and at the local university; students already earn dual credits toward a high school diploma and possible associates certificate from the institution of higher education. These are transferrable college credits; advanced placement scores do not necessarily translate into earned college credits.

Though underfunded, Learning Centers, Hawaii's magnet school model, are already available to students interested in specialized academic options. The opportunity presently exists for students to attend another school outside their attendance area to pursue a specific program of interest that is not offered at their home school.

For these reasons I am in opposition to SCR 95/SR 39. Thank you for the opportunity to testify.

Meredith Maeda
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Honolulu, HI 96822