

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, March 23, 2017 2:45 PM
To: EDU Testimony
Cc: nataliah@hawaii.edu
Subject: Submitted testimony for SR39 on Mar 24, 2017 14:45PM

SR39

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!

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.

Do not reply to this email. This inbox is not monitored. For assistance please email webmaster@capitol.hawaii.gov

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.