

Kohala Consolidation Meeting

September 17, 2009

Kohala High School Home Economics Room

Present: Sunny Bratt, Janette Snelling, Eleanor Laszlo, Randee Golden, Duncan Anderson, Jean DeMercer Breese, Pam Mauro, Peter Clapp, Joleen Soares, Art Souza, Kate Tolentino, Shiro Takata

Community members: Tom Stuart, Georgiana Carvalho, Elizabeth Bauer, Carol Yourth, Jim Trump

TOPIC	DISCUSSION
Call to Order	<p>-The meeting was opened with appreciations to the principals for their work in preparing additional data, to everyone for attending, and to Janette for helping plan the meeting and creating templates to guide teamwork.</p> <p>-The meeting agenda was shared and the plan to work in groups for the first hour was announced.</p> <p>-Even though the plan for this meeting is to focus on data and initial recommendations about consolidation, Task Force members were asked to think about how this group’s work might also help us look at ways to improve the programs offered by our schools in the future. Involving the SCC’s (students and communities) in this “move it forward” or “dream for the future” aspect is one possibility.</p>
August 19th meeting minutes	<p>Notes from the August 19th. Task Force meeting were reviewed by all members. They were accepted as submitted and approved unanimously by the Task Force.</p>
Acceptance of Public Testimony	<p>Those present were asked for any comment or question at this time; none was offered.</p>
Discussion/Action on the Proposed Draft Report of the Task Force - Working Groups	<p>-The following groups were organized to review data, discuss and document findings, and come to an initial recommendation.</p> <p>-Non-task force members who were present were asked to join one of the working groups.</p> <p>-Templates to guide group discussion were shared and teams worked for around 50 minutes discussing their area of focus.</p> <p style="text-align: center;">SEE REPORTS FROM EACH GROUP BELOW.</p> <p><u>FINANCIAL PICTURE:</u> <i>What are the financial implications of consolidation?</i> Janette Snelling*, Shiro Takata, Lakme Nashie, Jean Demercer-Breese <i>*Lead on the Team</i></p> <p><u>SCHOOL FACILITIES / ACADEMIC PROGRAM:</u> <i>What are the consolidation impacts on facilities?</i> Eleanor Laszlo*, Peter Clapp, Joleen Soares, Jason Hanano</p> <p><u>SOCIAL-EMOTIONAL IMPLICATIONS:</u> <i>What are the social and emotional impacts on students if schools were to consolidate?</i> Sunny Bratt*, Randee Golden, Duncan Anderson, Pam Mauro</p>

<p>Group Presentations; follow-up discussion</p>	<p>-Each team presented their findings, reflected on the charted information below: -The FINANCIAL GROUP shared first, stating they had more questions than answers, and much was dependent on the facilities and social/emotional impact reports. -Noted as a concern was lack of consideration about highly qualified teacher status if consolidation were to happen. Noted as challenges were health and safety issues, added facility costs or moving facilities costs, new infrastructure needs, and legal ramifications. Space requirements are different now due to different requirements about student services as well as technology. -The need to update the middle school remodel list was stated, which the principal will do. She also shared that an immediate solution to some electrical needs are being addressed via a private contractor, with a quote of \$3,400.00. The state is currently not processing a \$450,000.00 electrical upgrade until the issue of consolidation is decided. A question was raised about the great difference in cost, and what else was needed at the school. -The Financial group's big question is if the savings for school consolidation outweighs the social and facilities impact.</p> <p>-The FACILITIES/PROGRAM GROUP shared next, stating the need for additional classroom space and a concern about overuse and deterioration of infrastructure with added students. -Space was also a concern, with the group noting acreage deemed necessary for school campuses. There seems to be no space to expand out to add more buildings. -The Complex Area Superintendent encouraged this group to compare populations before and after the move to Halaula, and the precipitating factors for the last 10 years. -One suggestion by this group was to move the middle school to the elementary campus and they build a new elementary. -The middle school principal wants to address the historical issue concerning facilities. Carol is to obtain accurate figures regarding renovations. One suggestion to begin this report is to reflect that Halaula was opened to save money... and now they are investigating about closing it to save money...</p> <p>The SOCIAL / EMOTIONAL GROUP presented last. Some key points shared were concerns about mixing middle and high school age students and the probability of pregnancy, class a & b offenses, increased stress levels due to overcrowding, and lack of designated safe space for middle school students. -Also mentioned as a concern is if high school teachers teach middle school students, as the philosophy and methods are very different, and high school teachers sometimes find the age stretch very challenging. -A concern was mentioned by a task force member about public questions. It was suggested that people be directed to call the chair or the complex area superintendent: Randee Golden – 889-0011 or Art Souza – 327-4991</p>
<p>Acceptance of Public Testimony</p>	<p>No public testimony was presented</p>
<p>Date, Time, and Location Next Meeting;</p>	<p>The next Task Force Meeting is scheduled for Thursday, October 15, 2009 – 5-7 pm at the Kohala High School Home Economics room.</p>
<p>Adjournment</p>	<p>The meeting was adjourned at 7 pm</p>

Kohala Complex Task Force Finance Subcommittee Notes
September 17, 2009

Plus	Delta																						
<p>-Money savings</p> <p>Current allocation:</p> <table style="width: 100%;"> <tr> <td>Elementary:</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>Middle :</td> <td style="text-align: right;">\$1,689,823</td> </tr> <tr> <td>High:</td> <td style="text-align: right;">\$2,370,896</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$6,425,594</td> </tr> </table> <p>Hypothetical allocations:</p> <p><u>K-6; 7-12:</u></p> <table style="width: 100%;"> <tr> <td>Elementary (K-6):</td> <td style="text-align: right;">\$2,588,449</td> </tr> <tr> <td>High/Inter (7-12):</td> <td style="text-align: right;">\$2,769,787</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,358,236</td> </tr> </table> <p>* in this allocation schedule, elem would receive \$223,574 add'l and high school would increase budget by \$398, 891. State WSF savings: \$1,067,358.</p> <p><u>K-5; 6-12:</u></p> <table style="width: 100%;"> <tr> <td>Elementary (K-5):</td> <td style="text-align: right;">\$2,364,875</td> </tr> <tr> <td>High/Inter (6-12):</td> <td style="text-align: right;">\$3,268,385</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$5,633,260</td> </tr> </table> <p>* same allocation for elementary, \$897,489 add'l to high school; State WSF savings: \$792,334</p> <p><u>K-12:</u></p> <table style="width: 100%;"> <tr> <td>Elem/Inter/High:</td> <td style="text-align: right;">\$4,980,433</td> </tr> </table> <p>*State WSF savings: \$1,445.161</p>	Elementary:	\$2,364,875	Middle :	\$1,689,823	High:	\$2,370,896		\$6,425,594	Elementary (K-6):	\$2,588,449	High/Inter (7-12):	\$2,769,787		\$5,358,236	Elementary (K-5):	\$2,364,875	High/Inter (6-12):	\$3,268,385		\$5,633,260	Elem/Inter/High:	\$4,980,433	<p>-Increased health and safety issues due to increased number of students if consolidation means middle school students relocating to high school/elem campuses. (i.e., have standards changed that would affect the need for added restroom facilities, size of rooms)</p> <p>-Increased costs of added infrastructure (i.e., classrooms, office space) Discussion re: who would be financially responsible for moving structures from the middle school campus, construction of added classrooms) Information re: the number of classrooms needed would be determined by the facilities sub-committee.</p> <p>-Addressing the question of how more numbers of students previously fit on the high and elementary campuses: there is a different requirement for the allocation of space required that has occurred prior to the splitting of campuses and the present time (i.e., SPED, SBBH, AP classes)</p> <p>-The extended amount of time to acquire needed classroom space and process will negatively affect students</p> <p>-Capital costs may outweigh yearly savings</p> <p>-Questionable if there would be substantial savings on utilities as utility charges are based on use regardless of where students are located.</p>
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<p>Further questions/investigation:</p> <ul style="list-style-type: none"> -Under consolidation, can the receiving schools offer the same or better caliber of student academic offerings under a decreased budget or will consolidation mean fewer services? -Is a legal review and/or counsel required to determine if environmental, infrastructure standards have changed? -Need for exploration: savings vs. costs (financial and academic) -Need to separate one time savings vs. annual savings -Need for further exploration on improving current systems to improve learning for students 																							

September 17, 2009

What are the consolidation impacts on facilities?

Plus:

- \$1.5 million to renovate KMS
- \$500,000 electrical upgrade

Negative:

- overuse will cause the facilities on Honomaka'u campus to deteriorate faster
- 19 additional classrooms will be needed to accommodate MS @\$350,000/unit
(note: 19 was estimated to house 14 classroom teachers + 4 special ed teachers + 1 SBBH/Counselor)
- need to supply additional restrooms and septic system
- electrical upgrade of Honomaka'u campus
- lack of space on Honomaka'u campus for additional classrooms/portables
- increased traffic in already congested area
- off-campus evacuation will cause an additional safety issue because of the increased number of students walking on the highway
- loss of electives and support services due to lack of space
- total waste of a good facility at Halaula
- crowded spaces not conducive to learning
- no space to expand parking
- both HS and ES are at capacity or over-flowing
- no room for separation of MS
- MS students will lose their school identity w/o space separation
- mixture of busses, parent cars, student cars presents dangerous situation

What are the social and emotional impacts on students if schools were to consolidate? (*Sunny Bratt, Randee Golden, Duncan Anderson, Pam Mauro*) Notes by RG

(+) Plusses	(-) Areas of Concern
<p>1. Some shared resources (I.e.: Margaret Hoy teaching middle school students art) – idea that you can consolidate faculty use without moving students</p> <p>2. Middle school students can mentor and teach elementary students without being transported</p>	<ol style="list-style-type: none"> 1. Anticipated increase in A & B offenses (fights, harassment, bullying, drugs) 2. Anticipated increase in teen pregnancy 3. Potential suicide increase (based on data prior to move and after move; 7 suicide watches when current principal started) 4. Possible decrease in graduation rates 5. Possible decrease in college rates 6. No safe, designated space for middle school students to socialize 7. High school educators teaching middle age students (not trained in middle school strategies and philosophy; some high school teachers frustrated with this age) 8. Need Principal with middle school focus and knowledge 9. Fear Factor if 7th grade students become part of the high school culture 10. 6th graders cannot fit on elementary campus; fear factor increases if 6th graders become part of high school mix 11. Middle school programs compromised if they do not have own space 12. Student and community resistance 13. School satisfaction survey improved when schools split 14. Challenge with highly qualified status for teachers and mixed classes <p>TO REMEMBER: -Bullet key points in the narratives</p> <p>TO DO: -Randee and Sunny to work on narrative draft before next meeting 10-15-09 -Pam and Duncan to work on creating student and/or community surveys (possible collaboration or high school survey adapted by middle school) -Pam; students to work on formalizing letters with position statements; include any supporting data that is possible to obtain (from internet, from principal) -Duncan – students to finalize fliers started end of last year; include data if possible -Ask Principals to work with SCC on how they might support task force work (possible looking at the future “dreaming” for Kohala’s educational opportunities (for students and community) -Duncan to get letter with position statement from Dr. Alameida</p>

Discuss in your group and summarize findings from the data.

- Historical background of the Kohala Complex Schools (*Sunny to write up; who else might be asked? Refer to Mr. Watanabe’s role at the time*)
- Research on middle school philosophy (*Randee to address this; anyone finding other relative research can send her information at rgdfly@msn.com*)
- Identification of further information needed in this area (i.e., how are other multi-level schools operating?—Honokaa, Laupahoehoe) (*to do*)